

PREPUBLICATION COPY

GRADE

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ReadyGEN 

Teacher's Guide



PEARSON

Glenview, Illinois • Boston, Massachusetts • Chandler, Arizona • Upper Saddle River, New Jersey

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PEARSON

ISBN-13: 978-0-328-78852-1

ISBN-10: 0-328-78852-X

1 2 3 4 5 6 7 8 9 10 V064 17 16 15 14 13

Welcome to *ReadyGEN*!

Dear *ReadyGEN* Teachers,

As we continue our partnership with you to develop a Core Curriculum that meets New York City's literacy requirements and the ELA Common Core Standards, we look to you for feedback on your *ReadyGEN* resources. The prepublication format of some of your current materials offers this unique opportunity to further shape *ReadyGEN*. We encourage you to visit **PearsonSchool.com/NYCRadyGEN** and look for the Feedback button, which you can use to share your comments with us. This Web site will continue to be your main resource for updated Professional Development schedules and tutorials, as well as for the advance postings of instructional materials.

In this delivery of *ReadyGEN* instructional materials, you will find:

Student Materials

- Text Collection, Units 2–3
- Reader's and Writer's Journal (*prepublication format*), Units 2–3

Teacher Materials

- Teacher's Guide (*prepublication format*), Units 2–3
- Reader's and Writer's Journal Teacher's Guide (*prepublication format*), Units 2–3
- Scaffolded Strategies Handbook (*prepublication format*), Units 2–3

We look forward to continuing our collaboration with you to set your students on the path to reading and writing success.

Sincerely,
The *ReadyGEN* Team



Greetings, fellow teachers!

I am very excited for you as you launch *ReadyGEN* in your classroom. Of all the interesting components represented in *ReadyGEN*, text-based approaches to comprehension are the ones that I am optimistic will bring a revitalized approach to reading instruction to your classroom. Based on the Common Core State Standards, we have designed instructional practices that will guide your students to more effective use of close reading of texts which in turn will lead them to a deeper understanding of text meaning, author's intent, perspective, and

related comprehension goals. I am interested in how your students advance through oral, written, and listening skills as you use *ReadyGEN* to scaffold their learning. I encourage you to enjoy the leap forward with your students as they progress in reading skills and understandings with *ReadyGEN*.

Sincerely,
Sharon Vaughn
University of Texas

Welcome to *ReadyGEN*!

We are very excited to bring you the opportunity to enjoy the integration of the reading and writing experience: a hallmark of the Common Core State Standards. The rich selection of literature in *ReadyGEN* combines with a strong foundation of knowledge learning in a wide range of subject areas to make this program a true standout for students and teachers alike. The program's creators have taken great care with the choice of texts, always paying close attention to the science and social studies standards that are crucial to students' success. The synergy between reading and writing is powerful—it speaks to the real-world lifestyles of 21st-century children while preparing them for college and their future careers.

This first unit creates a warm and inviting space for students to do their most rigorous work in both literary and informational texts, and to develop the writing skills that will guide them along the staircase of complexity! We are so glad to welcome you and your students as partners in this, the wonderful world of *ReadyGEN*.

Pam Allyn
Executive Director and Founder, LitLife and LitWorld



What Excites Me About CCSS, Knowledge, and *ReadyGEN*

What excites me about the Common Core State Standards is that knowledge is at the core. Acquiring knowledge and the skills to do this independently are the keys to success in our digital-global age.



What excites me about the digital-global age is the increased knowledge about words. Words are the labels for concepts, and concepts are the foundation of knowledge. The digital revolution has resulted in an increase in the amount of and access to knowledge; this has also increased our knowledge about words.

What excites me about *ReadyGEN* is that this is the first program to use the rich knowledge about words from the digital-global age to ensure that students attain the vast knowledge about the world that defines the 21st century. The rich, complex texts that are the instructional foundation of this program provide systems for understanding both how words work in complex texts and which of the words in these complex texts unlock the knowledge of critical content domains.

Elfrieda H. Hiebert

TextProject and University of California, Santa Cruz

ReadyGEN is an exciting, engaging experience for kids.



ReadyGEN provides an exciting, engaging experience for children. The program features challenging but interesting selections, and rigorous yet motivating activities. *ReadyGEN* has everything you need to get this generation of readers and writers ready to meet the challenge presented by the Common Core.

P. David Pearson

University of California, Berkeley

The *ReadyGEN* architecture provides the foundation and resources to prepare NYC educators for the new expectations and to meet the instructional shifts of the Common Core Standards. *ReadyGEN*'s overall progression of complexity of text, within and across grades, facilitates students' learning of academic vocabulary, close reading and foundational skills, and further deepens content knowledge and comprehension. At the heart of *ReadyGEN* is reciprocity between reading and writing, both of which are grounded in evidence, to promote student thinking and discourse as defined by the Reading, Writing, Speaking and Listening Standards.

FOUNDATIONAL SKILLS STANDARDS

The Common Core Standards include a strong emphasis on the foundational skills of reading including phonemic awareness, phonics, and fluency across the elementary grades. The New York City Department of Education recognizes the importance of mastery of these high priority and necessary skills so that each student may access meaningful text through print.

New York City educators have a variety of Foundational Skill resources to choose from. One of the options is *ReadyGen Phonics (K-3) and Word Analysis (4-5) Kits* integrate these Foundational Skills into instructional routines and activities as a means of fostering student understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions. Foundational Skills Instruction, which takes place in addition to your daily 90 minutes with ReadyGEN, is best served in both whole group lessons and small group Guided Reading as a means of introducing and reinforcing these critical skills. To further extend learning, Independent Reading texts can be selected to showcase these skills in real-life application.

Phonics Kit

- Phonics Teaching Guide (K-3)
- Picture Cards (K-3)
- Alphabet Cards (K-3)
- Letter Tiles (K-3)
- Sound-Spelling Cards (K-3)
- Decodable Practice Readers (1-3)
- High-Frequency Word Cards (K-3)
- Kindergarten Student Readers (K)
- Phonics Activity Mats (K-3)
- Phonics Songs and Rhymes Charts (K)

Word Analysis Kit

- Word Analysis Teaching Guide (4-5)
- Practice Readers (4-5)
- Vocabulary Cards (4-5)
- Letter Tiles (4-5)

UNIT 3

Predicting Change



MODULE A	Common Core Lesson Launch	4–9
Lessons 1–13		10–113
Performance-Based Assessment (Narrative)		114–121

TEXT SET



ANCHOR TEXT
Come On, Rain!



SUPPORTING TEXT
The Snowy Day



SLEUTH
“Bear and Fox”
“Our Snowy Discovery”

MODULE B	Common Core Lesson Launch	126–131
Lessons 1–12		132–227
Performance-Based Assessment (Informative/Explanatory)		228–235

TEXT SET



ANCHOR TEXT
What Will the Weather Be?



SUPPORTING TEXT
Weather Words and What They Mean



SLEUTH
“Our Snowy Discovery”
“Exploring Antarctica”

UNIT 3 Common Core Teacher Resources

Routines	TR32–TR53
Graphic Organizers.....	TR55–TR69
Text Complexity Rubrics	TR70–TR73

Go to [PearsonSchool.com/NYCReadyGEN](https://www.PearsonSchool.com/NYCReadyGEN) for the Curriculum Updates.

- End-of-Unit Assessment

Assessment

ReadyGEN provides various assessment opportunities for you to use with children to gauge their progress toward mastery of the Common Core Learning Standards.

FORMATIVE ASSESSMENT

MONITOR PROGRESS

If... students struggle to explain how a character's actions contribute to a story's events,
Then... use the Analysis Lesson in small group to help them work through the Four-Column Chart (*Reader's and Writer's Journal*, p. 000)
If... students need extra support to understand the story,
Then... use the Close Reading Workshop in small groups to provide scaffolded support.

MONITOR PROGRESS FORMATIVE ASSESSMENTS

Each lesson provides a chance for you to assess targeted skills and standards in order to monitor the progress of children. Using these Monitor Progress formative assessments, you will be consistently aware of how children are changing and developing throughout the year. You can use this performance data to meet the individual needs of children.

Independent Writing Practice

FORMATIVE ASSESSMENT Review with children how Frederick wanted to improve the American society. Then have them consider the people who help improve their school community, such as teachers, the principal, and parents. Children will choose one of these people that they would like to interview and plan the questions for the interview on p. 170 of the *Reader's and Writer's Journal*. If time allows, have children conduct the interview. If not, have them answer the questions as if they were the person being interviewed.

FORMATIVE WRITING ASSESSMENTS

Each student's strengths and weaknesses come into focus with the Formative Writing assessments that occur throughout the lessons. Using the data from children's progress on these tasks can help you quickly identify children needing additional practice. Responsive individual or group instruction can further students on the path toward the module assessment.



PERFORMANCE-BASED WRITING ASSESSMENT

Every Module

Each module has a **Performance-Based Assessment** that can be used to measure children's mastery of standards.

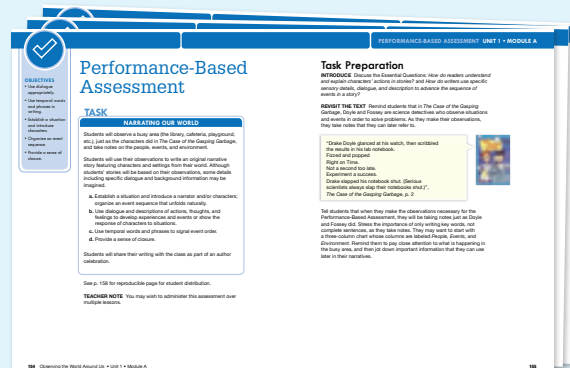
UNIT 3 • MODULE A Change Stories

TASK: Children will draw, dictate, or write a story in which something changes for a character or for themselves, using the main character in *Come On, Rain!* as an example.

Children will draw or write the reaction of the character or themselves to the change.

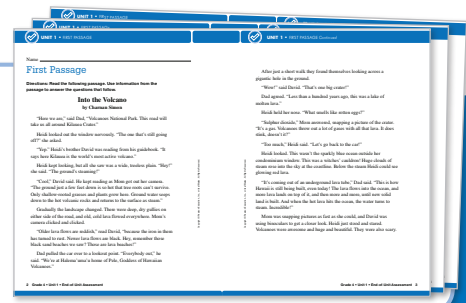
UNIT 3 • MODULE B Weather Forecast

TASK: Children will pretend that they are a weather forecaster. They will use what they learned from *What Will the Weather Be?* and *Weather Words* and *What They Mean* to draw, dictate, and write to explain a forecast.



END OF UNIT ASSESSMENT

There is an **End of Unit Assessment** that can give you further data on children's mastery of the standards.



Path to Common Core Success

Dig Deeply into Complex Text

Big Idea

- Changing Weather

Enduring Understandings

- **Readers** understand that characters have different experiences in texts and react in different ways.
- **Writers** understand that stories contain sequenced events and include character reactions to the events.
- **Learners** will explore content to understand that we can use observations and ask questions to predict change.

“Knows” and “Dos”

ESSENTIAL QUESTIONS

Why do characters react in certain ways?

How do **writers** use experiences to tell/write stories?

MODULE GOALS

Readers will, with support, identify and compare characters, settings, and major events in a story.

Writers will create a sequenced narrative and include a reaction to the event.

EXPLORE CONTENT **Learners** will explore content to identify reactions and make close observations of change.

Text Set

ANCHOR TEXT



Come On, Rain!
Lexile 780L
Literary Text

SUPPORTING TEXT



The Snowy Day
Lexile 500L
Literary Text

SLEUTH



"Bear and Fox"
"Our Snowy Discovery"



PERFORMANCE-BASED WRITING ASSESSMENT

CHANGE STORIES

Children will draw, dictate, or write a story in which something changes for a character or for themselves, using the main character in *Come On, Rain!* as an example.

Children will draw or write the reaction of the character or themselves to the change.

TARGET STANDARDS

Common Core Learning Standard W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Vocabulary to Unlock Text

ReadyGEN provides systems for understanding both how words work in complex texts and also which of the words in these complex texts unlock the knowledge of critical content domains.

TEXT-BASED VOCABULARY

Generally, these are words that are important for understanding concepts within a text. These words are addressed during focused reading instruction.

- Words needed to comprehend the text
- Words from other disciplines
- Words that are part of a word family or semantic network
- Words central to unlocking the enduring understanding of the text

WORDS IN CONTEXT

Generally, these are words which are sophisticated or unusual words for known concepts. These words are taught in context during close reading and often reinforced after.

- Words requiring more explanation in order for text to be understood
- Words supported by the text for meaning
- Words that are less abstract

For Spanish cognates, see the *Scaffolded Strategies Handbook*.

Tier I vocabulary instruction is available in Pearson's *ReadyGEN Phonics Kit* or *Word Analysis Kit*.

ANCHOR TEXT *Come On, Rain!*

TEXT-BASED VOCABULARY

squinting	swollen	slick	parched	rumbles
murmurs	drooping	romping	shimmies	descends
wavers	racket	sighs	sniffs	
streaming	trace	glazes	bulging	
sparkles	soothed	trickles	smartly	
glistening	plop	bunched	tromping	

WORDS IN CONTEXT

phonograph	stockings	rays	wordless	dew
alleyway	crackling-dry	moisty	lupines	

SUPPORTING TEXT *The Snowy Day*

TEXT-BASED VOCABULARY

piled	crunch	heaping	adventures	firm
dragged	smacking	handful	melted	

WORDS IN CONTEXT

snowsuit	mountain-climber
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UNIT 3 • MODULE A Planner

Suggested Common Core Lesson Plan

READING 30–40 minutes

- First Read of the Lesson
- Second Read of the Lesson
- Focused Reading Instruction
- Independent Reading Practice
- Reading Wrap-Up

SMALL GROUP 30–40 minutes

- Strategic Support
- Extensions
- *Scaffolded Strategies Handbook*

INDEPENDENT READING

- Daily

WRITING 30–40 minutes

- Narrative Writing
- Independent Writing Practice
- Writing Wrap-Up

LESSON 1

Teacher's Guide, pp. 10–17

READ Text Collection

Read the entire book.
Come On, Rain!

READING FOCUS Readers understand that characters have different experiences in texts and react in different ways.

WRITING FOCUS Plan elements of a story.

LESSON 2

Teacher's Guide, pp. 18–25

READ Text Collection pp. 6–12
Come On, Rain!

READING FOCUS Learners understand that we can use observations and ask questions to predict change.

WRITING FOCUS Tell an event.

LESSON 6

Teacher's Guide, pp. 50–57

READ Text Collection pp. 8–11
Come On, Rain!

READING FOCUS Readers understand that characters have different experiences in texts and react in different ways.

WRITING FOCUS Tell a reaction.

LESSON 7

Teacher's Guide, pp. 58–65

READ Text Collection pp. 13–15
Come On, Rain!

READING FOCUS Writers understand that stories contain sequenced events and include character reactions to the events.

WRITING FOCUS Revise a story.

LESSON 11

Teacher's Guide, pp. 90–97

REVISIT Text Collection pp. 51–59
The Snowy Day

READING FOCUS Readers understand that characters have different experiences in texts and react in different ways.

WRITING FOCUS Tell a reaction.

LESSON 12

Teacher's Guide, pp. 98–105

COMPARE

- *Come On, Rain!*
- *The Snowy Day*

READING FOCUS Readers understand that characters have different experiences in texts and react in different ways.

WRITING FOCUS Describe the weather.

Predicting Change

LESSON 3

Teacher's Guide, pp. 26–33

READ Text Collection pp. 13–17
Come On, Rain!

READING FOCUS Readers understand that characters have different experiences in texts and react in different ways.

WRITING FOCUS Tell a story.

LESSON 4

Teacher's Guide, pp. 34–41

READ Text Collection pp. 18–23
Come On, Rain!

READING FOCUS Writers understand that stories contain sequenced events and include character reactions to the events.

WRITING FOCUS Describe a change.

LESSON 5

Teacher's Guide, pp. 42–49

READ Text Collection pp. 24–30
Come On, Rain!

READING FOCUS Writers understand that stories contain sequenced events and include character reactions to the events.

WRITING FOCUS Describe a character's reaction.

LESSON 8

Teacher's Guide, pp. 66–73

READ Text Collection
Read the entire book.
The Snowy Day

READING FOCUS Writers understand that stories contain sequenced events and include character reactions to the events.

WRITING FOCUS Create a storyboard.

LESSON 9

Teacher's Guide, pp. 74–81

READ Text Collection pp. 32–43
The Snowy Day

READING FOCUS Writers understand that stories contain sequenced events and include character reactions to the events.

WRITING FOCUS Tell an opinion.

LESSON 10

Teacher's Guide, pp. 82–89

REVISIT Text Collection
pp. 44–50
The Snowy Day

READING FOCUS Readers understand that characters have different experiences in texts and react in different ways.

WRITING FOCUS Revise to add details.

LESSON 13

Teacher's Guide, pp. 106–113

COMPARE

- *Come On, Rain!*
- *The Snowy Day*

READING FOCUS Learners understand that we can use observations and ask questions to predict change.

WRITING FOCUS Retell key events.



PERFORMANCE-BASED ASSESSMENT

Teacher's Guide, pp. 114–121

TASK: CHANGE STORIES

Children will draw, dictate, or write a story in which something changes for a character or for themselves, using the main character in *Come On, Rain!* as an example.

Children will draw or write the reaction of the character or themselves to the change.

Independent Reading

Accountable Independent Reading is an important part of a child's day. Have children choose one of the suggested texts listed on the opposite page to read independently, or select a different text based on children's interests or your own observations of children's needs.

ACCOUNTABLE INDEPENDENT READING

Literary Text

Ask children questions such as the following to check accountability of their independent reading of literary text:

KEY IDEAS AND DETAILS

- What happens first in the story? What happens next? What happens last?
- Who are the characters in the story? How do they react to what happens?

CRAFT AND STRUCTURE

- How do you know this text is a story?
- Who is the author? Who is the illustrator? How does each help tell the story?

INTEGRATION OF IDEAS

- How do the illustrations help you understand events or ideas?
- How are the experiences of the characters in this story similar to or different from those in another story you've read?

Informational Text

Ask children questions such as the following to check accountability of their independent reading of informational text:

KEY IDEAS AND DETAILS

- What is the main topic of the text? What questions can you ask to help you better understand the topic?
- How are the events or ideas in the text connected to each other?

CRAFT AND STRUCTURE

- What information can you learn from the front cover, back cover, and title page of the text?
- How do the author and illustrator help tell the ideas or information in the text?

INTEGRATION OF IDEAS

- How do the illustrations help you understand the text?
- How is this text similar to or different from another text you have read about the same topic?

See the Independent Reading Routine on pp. TR42-TR43.

Text Club

Encourage children to form a Text Club and discuss the texts they've read in Independent Reading with classmates who have read the same texts. In order to have a successful discussion, have them follow these Text Club tips.

- Participate in the conversation.
- Follow classroom rules for conversations, such as listening to others when they speak and taking turns speaking.
- Listen to what others say and respond to their ideas.
- Ask and answer questions about details in the text to seek help, get information, or clarify something you do not understand.
- Tell details about the people, places, things, and events in the texts.
- Speak loudly and express your thoughts, feelings, and ideas clearly.

See the Text Club Routine on pp. TR44–TR45.

SUGGESTED TEXTS The suggested texts listed below connect closely to the Enduring Understanding. *Readers understand that characters have different experiences in texts and react in different ways.* As you build your Text Club library, consider using the texts below.

When I Was Five

by Arthur Howard
Literary Text
Lexile 300L

The Three Billy Goats Gruff

by Paul Galdone
Literary Text
Lexile 500L

Snow

by Uri Shulevitz
Literary Text
Lexile 220L

The Runaway Bunny

by Margaret Wise
Brown
Literary Text
Lexile 600L

Small Group Center Ideas

During Small Group instruction in *ReadyGEN*, children can use independent center activities while you work with individuals or groups. Ideas for some specific activities have been included here that can help children focus on both instruction and concepts.

Reading Center

ENDURING UNDERSTANDING FOCUS

Readers understand that characters have different experiences in texts and react in different ways.

CENTER TASKS

- Have children share a character's experiences and reactions from an independent reading book.
- Have children share familiar stories they have heard or read and the experiences of the characters in those stories.
- Have children fill in a Venn diagram to compare and contrast characters' experiences and reactions from two books they have read.
- Have children draw pictures of two characters and dictate or write to tell how their experiences are similar or different.

Writing Center

ENDURING UNDERSTANDING FOCUS

Writers understand that stories contain sequenced events and include character reactions to the events.

CENTER TASKS

- Have children draw, dictate, or write to retell the events from a familiar story. Then have them talk with a partner about the reactions of the characters in the story.
- Have children think of an experience they have had in school and draw, dictate, or write to narrate the event. Have them include their reaction to the event.
- Have children think of different experiences characters might have in a story and list their ideas. Then have children write a short story about one event from their list. Have them include the character's reaction to the event.

Word Work Center

ENDURING UNDERSTANDING FOCUS

Writers understand that stories contain sequenced events and include character reactions to the events.

CENTER TASKS

- Have children create a list of sequence words and phrases from books they have read. Have them add other sequence words and phrases they know to the list.
- Have children use sequence words to tell the sequence of events in their day so far.
- Have children create a list of feeling words as they read books during independent reading. Remind children that a character's reaction often tells how the character feels.
- Have children tell their reaction to an independent reading book using feeling words.

Research and Technology Center

ENDURING UNDERSTANDING FOCUS

Learners will explore content to understand that we can use observations and ask questions to predict change.

CENTER TASKS

- Have partners take turns asking questions about the weather today. Have them use their observations of the weather outside to answer the questions.
- Have children dictate or write their observations about what the weather was like last week and this week. Have partners talk about the changing weather.
- Provide children with books or articles about weather. Have them dictate or write a list of facts they learn about weather in a word processing document.

LESSON

1

UNIT 3 • MODULE A

LESSON OBJECTIVE

Identify characters and key details about them in a story.

READING OBJECTIVES

- Answer questions about key details in a text.
- Engage in group reading activities.

Read Anchor Text

Build Understanding

INTRODUCE Have children focus on the following Enduring Understanding as you read *Come On, Rain!* and work through the lesson: *Readers understand that characters have different experiences in texts and react in different ways.*



First Read of the Lesson

EXPLORE THE TEXT Introduce the book *Come On, Rain!* to children. Display the front cover on page 5 in the *Text Collection*. Point to the title, the author's name, and the illustrator's name as you read them aloud. Discuss the illustration on the front cover. Remind children of the Essential Questions: *Why do characters react in certain ways? How do writers use experiences to tell/write stories?*

For additional support in unlocking the text, see the *Scaffolding Strategies Handbook*.

READ ANCHOR TEXT Read *Come On, Rain!* to children using the **Read Aloud Routine**. Have them look at the illustrations as you read. In this reading, children should focus on understanding who the story is about and what is happening. Discuss the questions below with children. Have them draw their answer to the question on page 121 in their *Reader's and Writer's Journal*.

- What did you read?
- What did you learn?
- What questions do you have?

Second Read of the Lesson

CLOSE READING During guided close reading, have children focus on key details about the people in the story. Use the following questions to lead the discussion.

- **Who is telling this story?** (A young girl named Tessie) Point to the pronoun *I* on page 6. Explain that the word *I* shows that Tessie is the *narrator*, or the person who is telling the story. **Key Ideas and Details**
- **Who else appears in the story?** (Tessie's Mamma, Tessie's friends Jackie-Joyce, Liz, and Rosemary and their mothers) **Key Ideas and Details**
- Display the illustrations on pages 6–13. **How do these pictures help you understand what the weather is like at the beginning of the story?** (There is a lot of bright yellow sunshine in the pictures. Everything looks dry. The people look hot and sweaty.) **Integration of Knowledge and Ideas**
- **Vocabulary** Display page 11. **Listen closely:** “Miz Glick’s needle sticks on her phonograph, playing the same notes over and over . . .” **A phonograph is a machine that uses a needle to get sounds from vinyl disks called records. What clues on this page help you understand what a phonograph is?** (The phonograph in the illustration; the words *needle* and *playing the same notes*)
- **How do the people feel at the end of the story?** (They feel wet, cool, and clean. They feel better than they did before.) **Key Ideas and Details**
- **Vocabulary** Read the phrase the *moisty green air* on page 28. **Moisty is a word the writer made up. But we know the word moist. It means “slightly wet; damp.” What do you think moisty means?** (The same thing; slightly wet or damp)
- **How is the girls’ reaction to the rain different from their mothers’ reaction?** (The girls are outside waiting for the rain to come so they can play in it. The mothers decide suddenly to join the girls and dance in the rain.) **Key Ideas and Details**

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

VOCABULARY Help children understand the meaning of the word *trinkets* on page 29. Explain that trinkets are any small bits of jewelry or small fancy objects. Point out that here the writer is describing the small, shiny raindrops as trinkets. She wants to help readers picture in their minds what the raindrops look like.

STRATEGIC SUPPORT

VOCABULARY Children may struggle to understand the sentence “A creeper of hope circles ’round my bones” on page 9. Explain that a creeper is any plant that grows along the ground or climbs up a tree or wall, for example, a vine, and that the writer is comparing the hope Tessie feels to a vine climbing up inside her. It’s a more interesting way of saying “Tessie began to feel hope.”

READING OBJECTIVES

- Participate in conversations with diverse partners.
- Identify key details about characters in a story.

Text-Based Vocabulary

- squinting, p. 6
- glistening, p. 21
- soothed, p. 30



Focused Reading Instruction

Text-Based Vocabulary

Introduce children to key text-based vocabulary from *Come On, Rain!* For each word, check children's understanding. Ask them if they *know the meaning*, *know it a little*, or *don't know it at all* and record their responses in a chart. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to draw the meanings of the words in the Lesson 1 boxes on page 123 in their *Reader's and Writer's Journal*.

Text-Based Conversation

As a class, go back to the text and illustrations to identify and describe the people in *Come On, Rain!* Use the **Whole Class Discussion Routine** and questions such as the following to help guide the discussion.

- What do the words and pictures on pages 6–7 tell you about Tessie and Mamma?
- What do pages 8–9 tell you about where the people in the story live?
- Using pages 20–21, what can you figure out about the girls?
- Using pages 24–25, what can you figure out about the mothers?

After the whole group has identified key details about the characters in the story, ask children to discuss how both the words and pictures are important in revealing information about the people. Explain that you will now dig deeper into the text to better understand the meaning.

TEAM TALK STATE AND SUPPORT AN OPINION Use the **Team Talk Routine**. *Do you think it would be fun to dance in the rain with the girls and their mothers? Say your opinion.* (Possible responses: Yes, because they look like they are having fun. No, because I would worry about lightning and thunder.)

Reading Analysis Character

Remind children that characters are the people or animals in a story. Characters are who or what the story is about. Writers tell what the characters look like, what they say and do, and how they feel. Writers give these details in both the words and the pictures in the story.

KEY IDEAS AND DETAILS Display a T-chart with the title *Tessie* and the headings *At the Beginning* and *At the End*. Use the following questions to help children identify details about Tessie, the narrator, at the beginning and end of the story. Record their ideas in the appropriate column.

- What does Tessie look like at the beginning? At the end?
- What does Tessie say at the beginning? At the end?

Independent Reading Practice

READING ANALYSIS: CHARACTER Have children work together to continue to identify details about Tessie using these questions: *What does Tessie do at the beginning? At the end? How does Tessie feel at the beginning? At the end?* Write their ideas in the appropriate columns of the T-chart.

WRITING IN RESPONSE TO READING Have children think about Tessie observing the changing weather on pages 8–9. Ask them to draw a picture of what Tessie sees and how the weather is changing and to dictate or write a detail about it on page 127 in their *Reader's and Writer's Journal*.



ACCOUNTABLE INDEPENDENT READING As children read texts independently, ask them to notice the different ways characters react to experiences in the text.

Reading Wrap-Up

SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading.

READING OBJECTIVES

- Identify key details about characters in a story.
- Ask and answer questions about key details in a text.

Scaffolded Instruction

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to identify details about characters in a story, **then...**use the Reading Analysis lesson in small group to help them identify details in the text and illustrations.

If...children need extra support to understand the story, **then...**use the Close Reading Workshop in small group to provide scaffolded support.

Reading Analysis

Model how to identify details about Tessie's actions or feelings at the beginning and end of the story. Display pages 8–9 and note that Tessie is checking the weather. Display pages 28–29 and note that Tessie is dancing with her mother. Record the details on the T-chart. Display other spreads and have children identify details in the words and pictures that tell about what Tessie does and how she feels.

Close Reading Workshop

Revisit *Come On, Rain!* Read page 30 of *Come On, Rain!* aloud. Then discuss the following questions with the group. Have children use evidence from the words and picture to support their answers.

- 1 What details can you find about Tessie and Mamma? (They hug. They are wet. They go home. They feel good.)
- 2 Do you think Tessie and Mamma mind that they are very wet? Use details from the words and picture to support your opinion. (Possible response: No, because the rain made them feel fresh and they aren't hurrying home.)
- 3 Think of one question about this part of the story to ask a partner. Remember that you can use the words and picture in the story to help find the answer.

EXTENSIONS

MONITOR PROGRESS

If...children understand how to identify and describe key details about characters in a story,
then...extend the Reading Analysis lesson by having children identify details about the character Mamma in *Come On, Rain!* on their own.

Reading Analysis

Give each child a four-column chart with the headings *Looks Like*, *Says*, *Does*, and *Feels*. Read the headings aloud. Ask children to draw, dictate, or write details about Mamma in each column. Remind them that they are looking for details that answer these questions.

- **What does Mamma look like?** (Possible responses: She looks hot and sweaty. She looks wet and cool.)
- **What does Mamma say?** (Possible responses: “Three weeks and not a drop.” “You stay where I can find you.”)
- **What does Mamma do?** (Possible responses: She takes care of her plants. She dances in the rain with Tessie.)
- **How does Mamma feel?** (Possible responses: She feels hot and tired. She feels better.)

WRITING OBJECTIVES

- Plan a character, setting, and event for a story.
- Write letters for sounds to spell simple words.

Writing

Narrative Writing

Elements of a Story

TEACH Remind children that the people or animals in a story are the characters, the time and place of the story are the setting, and the events in the story told in the order in which they happen are the plot. A writer gives details about the characters, setting, and plot of a story.

- Who are the characters in *Come On, Rain!*?
- What is the setting of the story?
- What are the main events in the story's plot?

ANALYZE THE MODEL Through the discussion, help children understand that the writer tells details about the characters, including the main character, Tessie:

"Come on, rain!" I say, squinting into the endless heat.

The writer introduces Tessie by telling something she says and something she does.

Help children understand that the writer tells details about the setting:

I stare out over rooftops, past chimneys, into the way off distance.

The writer gives clues that the story takes place in a city.

Help children understand that the writer tells details about the plot:

Jackie-Joyce, in her bathing suit, knocks at the door, and I let her in.

We meet in the alleyway.

The writer tells what happens in the story. She tells about the events in the order in which they happen.

Explain to children that a story has characters, setting, and plot and that when writing a story, the writer gives details about these parts, or elements.

TEACH AND MODEL Remind children that when they spell a word, they should listen to the sounds in the word and write the letter for each sound they hear. Say the word *hop*. Have children repeat the word after you. Then segment the sounds in the word as you write *h*, *o*, *p* on the board. Point to each letter as you spell the word aloud. Have children copy the word on the first line on page 125 of their *Reader's and Writer's Journal*.

APPLY Have children listen as you say the word *pot*. Then segment the sounds as you say the word again. Have children write the letter for each sound they hear on the second line in their *Reader's and Writer's Journal*. Repeat the process with the word *den*. Then have partners check each other's spelling.

Independent Writing Practice

WRITING Have children begin planning a short story. Ask them to choose a character, a setting, and one event for their story. Have them draw pictures of the character, setting, and event and dictate or write a phrase or sentence about each story element.

Remind children that writers choose the characters, settings, and plot events they will use in a story. Explain that later children will write, add to, revise, and publish their short story.

USE TECHNOLOGY If available, have children use computers or electronic tablets to draft their phrases and sentences. If they have access to a printer, have them print out their phrases and sentences.

Writing Wrap-Up

Ask volunteers to share their pictures with the class. Have the class identify which is the character, which is the setting, and which is the plot event.



ENGLISH LANGUAGE LEARNERS

LETTERS AND SOUNDS If children are not familiar with using letter-sound relationships to spell words, say the words *hop*, *pot*, and *den* many times without writing them. Have children listen to and practice identifying the sounds in the words before moving on to the letters that stand for those sounds.

STRATEGIC SUPPORT

LETTERS AND SOUNDS For children who struggle with spelling these words, say other words with the same sounds (*hot*, *top*, *pen*, *Ted*) and write them next to *hop*, *pot*, and *den*. Have children say them so they can compare the sounds and see that the same letter stands for the same sound.

LESSON OBJECTIVE

Use word clues and text evidence to understand vocabulary and content.

READING OBJECTIVES

- Make connections between text and illustrations.
- Engage in group reading activities.

Read Anchor Text

Build Understanding

INTRODUCE Have children focus on the following Enduring Understanding as you reread *Come On, Rain!* and work through the lesson: *Learners understand that we can use observations and ask questions to predict change.*



First Read of the Lesson

EXPLORE THE TEXT Display the front cover of *Come On, Rain!* on page 5 of the *Text Collection*. Have children identify the girl and tell something they recall about her. Remind them of the Essential Questions: *Why do characters react in certain ways? How do writers use experiences to tell/write stories?*

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

READ ANCHOR TEXT Read pages 6–12 of *Come On, Rain!* to children using the **Read Aloud Routine**. Have them look at the illustrations as you read. In this reading, children should focus on how the weather affects the characters in the story. Discuss the questions below with children. Have them draw their answer to the question on page 121 in their *Reader's and Writer's Journal*.

- What did you read?
- What did you learn?
- What questions do you have?

Second Read of the Lesson

CLOSE READING During guided close reading, have children focus on key details in the text and illustrations about the characters and the weather. Use the following questions to lead the discussion.

- **What do Tessie and Mamma want? Why?** (They want it to rain; there hasn't been any rain in three weeks; it is hot and dry.) **Key Ideas and Details**
- **How does the picture on page 7 help you understand the words *listless* and *parched*?** (The picture shows yellow, dry-looking ground; the plants are small and they are leaning over as if they are wilting.) **Craft and Structure**
- **How does Tessie feel when she sees clouds in the distance?** (Hopeful that rain is coming) **Key Ideas and Details**
- **How do the words and the picture on page 12 go together?** (The words say Tessie goes to Jackie-Joyce's house; the picture shows one little girl meeting with another little girl.) **Integration of Knowledge and Ideas**
- **How does Tessie use observations to predict a change in the weather?** (She sees gray clouds rolling in. She recognizes they are rain clouds. She knows they will change the weather from hot and dry to cool and wet.) **Key Ideas and Details**

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

VOCABULARY Help children understand the word *uneasy* on page 8. Explain that *uneasy* means "anxious, worried about what may happen." Mamma thinks a rumbling sound might be thunder and she hates thunder, so she is worried, or uneasy.

STRATEGIC SUPPORT

SIMILES Children may have difficulty understanding the simile on page 12: "Her long legs, like two brown string beans, sprout from her shorts." Draw string beans to show children what they look like, emphasizing their long, skinny appearance. Explain that the author is comparing Jackie-Joyce's legs to string beans to help readers "see" what her legs look like.

READING OBJECTIVES

- Follow agreed-upon rules for discussions.
- Use affixes as clues to the meanings of unknown words.

Text-Based Vocabulary

- sighs, p. 7
- parched, p. 7



Focused Reading Instruction

Text-Based Vocabulary

Introduce children to key text-based vocabulary from *Come On, Rain!* For each word, check children's understanding. Ask them if they *know the meaning*, *know it a little*, or *don't know it at all* and record their responses in a chart. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to draw the meanings of the words in the Lesson 2 boxes on page 123 in their *Reader's and Writer's Journal*.

Text-Based Conversation

Remind children of the rules for discussions, such as listening to others and taking turns speaking. Use the **Whole Class Discussion Routine** as children go back to the text to identify important details about the characters, setting, and events of the story.

You may wish to provide a model through a think aloud, such as the following: *I see a little girl in the picture on page 6. The words say, "Come on, rain, I say..." I think the little girl is saying these words. The word I tells me she is the narrator, or the person telling the story. I think she is telling a story about herself.*

After the whole group has discussed the story elements using details from the story, have children discuss how knowing this information about the story helps them understand it. Explain that you will now dig deeper into the text to better understand the meaning.

TEAM TALK STATE AND SUPPORT AN OPINION Use the **Team Talk Routine**. *Do you feel sorry for Mamma and her plants when you see them on page 7? Say your opinion.* (Possible responses: Yes, because Mamma works hard to take care for the plants, but they are dying because it is too hot and dry. No, because it will rain, and then both Mamma and the plants will be better.)

Explain that sometimes readers can use parts of words as clues to the meanings of the words. If readers know the meaning of a particular word part, they can use that meaning to help them figure out the meaning of the whole word.

USE PREFIXES AND SUFFIXES Read aloud the second sentence on page 8. Point to and say the word *uneasy*. Write *uneasy* on the board and circle *un-*. The word part *un-* means “not.” If we add *un-* to *easy* to make the word *uneasy*, what does *uneasy* mean? (not easy) Record this information on a three-column chart with the headings *Word Part*, *Word Part*, and *Word* (*un-* “not”; *easy*; *uneasy* “not easy”). Read aloud the sentence on page 6. Point to and say the word *endless*. Write *endless* and circle *-less*.

Three-Column Chart

- What word parts do you see in *endless*? (End, -less)
- The word part *-less* means “without.” If we add *-less* to *end* to make the word *endless*, what does *endless* mean? (Without end; having no end)
- Tell me where to write this information about *endless* on the chart.

Independent Reading Practice

LANGUAGE ANALYSIS: CRAFT AND STRUCTURE Let children suggest other words with *pre-* and *-less* or offer words such as *unhappy*, *unkind*, *hopeless*, and *airless*. Work together to analyze the words and their parts and to record the information about the words on the chart.

WRITING IN RESPONSE TO READING Have children dictate or write a detail about the people or the weather at the beginning of the story on page 123 in their *Reader’s and Writer’s Journal*. Encourage children to use one of the *pre-* or *-less* words from the chart or another descriptive word in their detail.



Reading Wrap-Up

SHARE WRITTEN RESPONSES Take a few minutes to wrap up today’s reading with children. Ask volunteers to share their Writing in Response to Reading.

READING OBJECTIVES

- Use affixes as clues to the meanings of unknown words.
- Build fluency through oral reading.

Scaffolded Instruction

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to recognize prefixes and suffixes in words and to use these affixes as clues to the words' meanings, **then...**use the Language Analysis lesson in small group to help them identify and use the affixes in words.

Language Analysis

Review with children the meanings of the prefix *un-* and the suffix *-less*. Model how to identify the word parts in an unknown word and how to use the meaning of the affix to help you understand the meaning of the word. *This word is unhappy. Unhappy has two word parts: un- and happy. I know that un- means "not," so unhappy means "not happy."* Write this information on the chart. Continue with the words *unkind*, *hopeless*, and *airless*, having children identify the word parts and offer the meanings of the affix and the whole word.

Fluency Check To provide practice with reading fluently, have children use the Oral Reading activity. *Reader's and Writer's Journal*, pages 129–130)

Oral Reading

Distribute *I Can Read Reader 13* from the *Reader's and Writer's Journal* to children. Ask them to point to the title of the text, "Buzz." Review some of the irregularly spelled words, *have*, *you*, *do*, and *two*. *Let's read this text together. Follow along as I read.* Then ask them to read the text again with you. Ask the following questions and ask children to complete the following activity.

- **What does Buzz look like?** (He is a big bug. He has six legs.)
- **What can Buzz do faster than you?** (Run)
- **Circle the name of the main character in the story.**



EXTENSIONS

MONITOR PROGRESS

If...children understand how to use the meanings of the affixes *un-* and *-less* to figure out the meanings of unknown words, **then...**extend the Language Analysis lesson by having children analyze additional *un-* and *-less* words that they find in books or that you provide.

Language Analysis

Ask children to look through books in the classroom library to find words with *un-* and *-less*, or offer them words such as these: *unsafe*, *unfair*, *careless*, *waterless*. Have children answer these questions about each word.

- **What word part do you know in this word?** (Responses will vary.)
- **What does the word part mean?** (Responses will vary.)
- **How does the word part help you understand the whole word?** (Responses will vary.)

Have children dictate or write the information about the words on a graphic organizer like the one used earlier in the lesson. Then ask them to share their information with the class.

Fluency Check To provide practice with reading fluently, have children use the Oral Reading activity. (*Reader's and Writer's Journal*, pages 129–130)

Oral Reading

Distribute *I Can Read Reader 13* from the *Reader's and Writer's Journal* to children. Ask them to point to the title of the text, “Buzz.” Review some of the irregularly spelled words, *have*, *you*, *do*, and *two*. **Let's read this text together. Follow along as I read.** Then ask them to read the text again with you. Ask the following questions and ask children to complete the following activity.

- **What does Buzz look like?** (He is a big bug. He has six legs.)
- **What can Buzz do faster than you?** (Run)
- **Circle the name of the main character in the story.**

WRITING OBJECTIVES

- Retell part of a story to answer questions about the story.
- Print short sentences using knowledge of uppercase and lowercase letters.

Writing

Narrative Writing

Tell a Story

TEACH Explain to children that when writing stories, writers use details, or small pieces of information, to tell about or describe the characters, settings, and events in their stories. In turn, readers use the details to understand the characters, settings, and events and to retell the stories.

- What is one detail the writer tells about the character Mamma on pages 6–12 of *Come On, Rain!*?
- What is one detail the writer tells about the setting of the story?
- What details does the writer tell about an event in this part of the story?

ANALYZE THE MODEL Through the discussion, help children understand that the writer uses details to describe the characters, setting, and events:

Mamma hates thunder.

The writer uses a detail to reveal something about Mamma.

. . . heat wavers off tar patches in the broiling alleyway.

The writer uses a detail to help readers “see” and “feel” the setting.

I stare out over rooftops, past chimneys, into the way off distance.

The writer uses details to tell more about what Tessie is looking at.

Explain to children that when writers tell stories, they use details to describe their characters, settings, and events. Readers, in turn, use the details to understand and retell the stories.

Conventions Print Short Sentences

TEACH AND MODEL Write these short sentences on the board: *I am hot. It is dry. We want rain.* Point out that we print uppercase and lowercase letters to write words and that we use words to make sentences.

APPLY Have children copy one of the sentences on page 125 of their *Reader's and Writer's Journal*. Remind them to use proper spacing between the letters of each word and between the words in the sentence. Check to see that they print an uppercase letter at the beginning and put a period at the end.

Independent Writing Practice

FORMATIVE ASSESSMENT Have children use details from the text and illustrations on pages 6–12 of the story to answer these questions: *Does a character want something to change? How do you know?* Have children dictate or write to retell the part of the story that helps them answer the questions.

Remind children that the author of *Come On, Rain!* uses details to tell about the characters, setting, and events in her story.

USE TECHNOLOGY If available, have children use computers or electronic tablets to draft their response. If they have access to a printer, have them print out their response.

Writing Wrap-Up

Ask volunteers to share their writing with the class.



WHOLE GROUP

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

SENTENCES Children may not be familiar with the conventions of sentence writing. Explain that a sentence always begins with an uppercase letter and ends with a punctuation mark such as a period. Have children name the initial uppercase letter in each example sentence and point to the period at the end.

STRATEGIC SUPPORT

PRINTING SENTENCES For children who struggle with printing short sentences, have them print first uppercase and lowercase letters, then single words, and finally two-word sentences such as *I run. We sit.* Then have children move on to the three-word example sentences.

LESSON

3

UNIT 3 • MODULE A

LESSON OBJECTIVE

Use word knowledge and text evidence to understand vocabulary and content.

READING OBJECTIVES

- Answer questions about key details in a text.
- Use illustrations and words in a text to further understand characters.

Read Anchor Text

Build Understanding

INTRODUCE Have children focus on the following Enduring Understanding as you reread *Come On, Rain!* and work through the lesson: *Readers understand that characters have different experiences in texts and react in different ways.*



First Read of the Lesson

EXPLORE THE TEXT Review the illustration on the front cover of *Come On, Rain!* on page 5 of the *Text Collection* and have children recall what the story is about. Remind them of the Essential Questions: *Why do characters react in certain ways? How do writers use experiences to tell/write stories?*

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

READ ANCHOR TEXT Read pages 13–17 of *Come On, Rain!* to children using the **Read Aloud Routine**. Have them look at the illustrations as you read. In this reading, children should focus on how the characters react to the events. Discuss the questions below with children. Have them draw their answer to the question on page 121 in their *Reader's and Writer's Journal*.

- What did you read?
- What did you learn?
- What questions do you have?

Second Read of the Lesson

CLOSE READING During guided close reading, have children focus on key details in the text and illustrations about the characters and the events. Use the following questions to lead the discussion.

- The author says that Mamma is “nearly senseless in the sizzling heat.” *Senseless* here means “unconscious; not able to feel or think.” What clues help you understand why Mamma is nearly senseless? (Mamma doesn’t see or hear Tessie leave or return because Mamma is so hot that she is almost unconscious.) **Craft and Structure**
- How does the picture on page 14 help you understand what Tessie is doing? (The words say that Tessie pours iced tea into a glass and aims a spoonful of sugar into her mouth. The picture shows Tessie holding a glass of iced tea in one hand and putting a spoonful of sugar into her mouth with the other hand.) **Integration of Knowledge and Ideas**
- Why does Tessie give her mother a glass of iced tea? (Tessie wants to help her mother cool off after being out in the hot sun. Tessie also wants her mother to be inside when Jackie-Joyce arrives.) **Key Ideas and Details**
- Mamma said no when Tessie asked to put her bathing suit on earlier. Why do you think Mamma reacts differently when Tessie asks the same question now? (Earlier Tessie would have been out in the hot sun in her bathing suit. Mamma said she would burn. But now Tessie will be wearing her bathing suit in the rain. She won’t burn.) **Key Ideas and Details**

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

IDIOMS Help children understand the idiom “It’s about time” on page 15. Remind them that sometimes a phrase has a meaning that is different from the meanings of the words in the phrase. Explain that when Mamma says, “It’s about time,” she means “This should have happened a long time ago” or “We’ve been waiting a long time for this to happen.”

STRATEGIC SUPPORT

KEY DETAILS Children may have difficulty understanding why Mamma asks about thunder and lightning on page 17. Explain that if there were thunder and lightning, this would be a thunderstorm, in which case it would be too dangerous for the girls to be outside. They would need to stay inside so they would be safe.

READING OBJECTIVES

- Continue a conversation through multiple exchanges.
- Identify and apply meanings for multiple-meaning words.

Text-Based Vocabulary

- smartly, p. 15
- murmurs, p. 15



Focused Reading Instruction

Text-Based Vocabulary

Introduce children to key text-based vocabulary from *Come On, Rain!* For each word, check children's understanding. Ask them if they *know the meaning*, *know it a little*, or *don't know it at all* and record their responses in a chart. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to draw the meanings of the words in the Lesson 3 boxes on pages 123–124 in their *Reader's and Writer's Journal*.

Text-Based Conversation

Have small groups of children discuss the illustration on pages 16–17. Guide the discussion with the **Small Group Discussion Routine**. Remind children that when they have a discussion or conversation with other people, they should listen and respond to what the others say. Offer questions such as the following to prompt discussion in the groups.

- Why are the curtains blowing?
- What are Jackie-Joyce and Tessie looking at?
- What does Jackie-Joyce's expression tell you?
- What can you tell about Mamma from the way she is standing in the doorway?

Make sure group members continue their discussion through multiple exchanges. After the groups have discussed the illustration, have them talk about how it supports the words on page 17. Explain that you will now dig deeper into the text to better understand the meaning.

TEAM TALK STATE AND SUPPORT AN OPINION Use the **Team Talk Routine**. *Tessie goes to Jackie-Joyce's house and comes back home. Do you think she should have told Mamma where she was going? Say your opinion.* (Possible responses: Yes, because Mamma would want to know where Tessie was. No, because Tessie and Jackie-Joyce are friends and Tessie probably goes to Jackie-Joyce's house all the time.)

Explain that some words have more than one meaning. For example, *duck* names a kind of swimming bird. *Duck* also means “to lower the head or bend the body suddenly.” Words such as *duck* are called multiple-meaning words. Readers use the context, the words and sentences around the word, to figure out which meaning of a multiple-meaning word is being used.

RECOGNIZE MULTIPLE-MEANING

WORDS Read aloud the first sentence on page 13 and point to the word *slip*. Explain that in this sentence *slip* means “to go quietly and quickly.” Ask children to think of another meaning of *slip*. (Possible response: a small, narrow strip of paper) Record the information on a three-column chart with the headings *Word*, *Meaning 1*, and *Meaning 2*. Then read aloud the first sentence on page 13 again and point to the word *past*.

- What does *past* mean in this sentence? (By)
- What else can *past* mean? (Possible response: time before)
- Tell me where to write this information about *past* on the chart.

Three-Column Chart

Independent Reading Practice

LANGUAGE ANALYSIS: CRAFT AND STRUCTURE Review the story words *second* on page 14 and *sinks* on page 15 with children. Decide on the meaning used in the story and then think of another meaning for each word. You may wish to have children use a dictionary. Record the information about the words on the chart.

WRITING IN RESPONSE TO READING Ask children why Tessie keeps saying, “Come on, rain!” Have them dictate or write their response on page 127 in their *Reader’s and Writer’s Journal*. Then together look for multiple-meaning words in their responses. For example: *Tessie wants rain to fall*. *Fall* means “to drop.” *Fall* also means “the season after summer.”



Reading Wrap-Up

SHARE WRITTEN RESPONSES Take a few minutes to wrap up today’s reading with children. Ask volunteers to share their Writing in Response to Reading.

READING OBJECTIVES

- Identify and apply meanings for multiple-meaning words.
- Ask and answer questions about key details in a text.

Scaffolded Instruction

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to understand how to determine the meanings of multiple-meaning words,
then...use the Language Analysis lesson in small group to help them identify and figure out the meanings of multiple-meaning words in the text.

SLEUTH WORK Use the Sleuth steps in the Close Reading Workshop to provide more practice in close reading.

Language Analysis

Remind children that some words have more than one meaning. Model how to figure out which meaning of the word *second* is used on page 14. Read the sentence with the word, offer two meanings for the word, and use context clues to choose the appropriate meaning. Record the information on the chart. Continue with the word *sinks* on page 15, offering possible meanings and asking children to choose the meaning used in the text.

Close Reading Workshop

SLEUTH WORK Read aloud “Bear and Fox” on page 250 of this Teacher’s Guide. Then discuss the following questions with the group. Encourage children to include text evidence to support their answers. You may wish to reread sections of the text to verify children’s answers.

LOOK FOR CLUES **How does Fox fool Bear?** (Bear agrees to let Fox take the tops. They plant corn and Fox gets the good parts. Fox agrees to take the bottoms. They plant potatoes and Fox still gets the good parts.)

MAKE YOUR CASE **Do you think Fox was being mean to Bear? Why or why not?** (Responses will vary.)

ASK QUESTIONS What questions do you have about the story that the author doesn't answer? (Responses will vary.)

PROVE IT! Ask children to draw a picture of what happens at the end of the story. Have them dictate or write a phrase or short sentence about their picture.

EXTENSIONS

MONITOR PROGRESS

If... children understand how to determine the appropriate meaning of a multiple-meaning word,
then... extend the Sleuth activity by having children find multiple-meaning words in “Bear and Fox” and add information about the words to the chart.

Language Analysis

Write the words *spring* and *fair* on the board. Have children work in pairs to find each word in the selection “Bear and Fox,” decide which meaning of the word is used in the text, and think of another meaning for the word. Help children write their ideas on a three-column word-meaning chart. Have them share the information with the class.

- What does the word *spring* mean in the first paragraph? (The season after winter)
- What is another meaning for *spring*? (Possible response: to jump)
- What does the word *fair* mean in the third paragraph? (Not favoring one more than another)
- What is another meaning for *fair*? (Possible response: A gathering of buyers and sellers)

If children wish to continue with the activity, offer these additional multiple-meaning words from the selection: *set*, *ears*, *change*, *right*.

WRITING OBJECTIVES

- Dictate or write about an event for a short story.
- Use uppercase letters at the beginning of names.

Writing

Narrative Writing

Tell About Events

TEACH Remind children that when writing stories, writers tell about events, or things that happen. Writers may tell about a single event or several events. When they tell about several events, they tell about the events in the order in which they happen.

- What event happens first on pages 13–17 of *Come On, Rain!*?
- What event happens next? Then what happens?
- What event happens last?

ANALYZE THE MODEL Through the discussion, help children understand that the writer tells about the events in the story in a certain order, or sequence, so that what happens or what a character does makes sense:

... I run back home and slip up the steps past Mamma.

The writer tells what Tessie does first in this part of the story.

... I pour iced tea to the top of a tall glass.

The writer tells what Tessie does next.

"Got you some tea, Mamma," I say, pulling her inside the house.

The writer tells what Tessie does then.

"Rain's coming, Mamma," I say.

The writer tells what Tessie does last.

Explain to children that in this part of the story, the writer tells about several events in the order in which the events happen. Telling about the events in this order helps the story make sense and helps readers understand what is happening in the story.

Conventions Capitalize Names

TEACH AND MODEL Write the author's name, *Karen Hesse*, on the board. Point to the uppercase *K* and *H* and explain that we always write people's names with uppercase letters at the beginning.

Liz and Rosemary are Tessie's friends.

People's names
always begin with
uppercase letters.

APPLY Have children write their first name and their best friend's first name on page 125 of their *Reader's and Writer's Journal*. Check children's writing for initial uppercase letters.

Independent Writing Practice

WRITING Have children return to the character, setting, and event they planned for a short story in Lesson 1. Have them use their ideas to dictate or write about the event for their short story. Remind children to include their character and setting in their writing.



Point out that children have planned and started writing a short story. Explain that later they will add to, revise, and publish their short story.

USE TECHNOLOGY If available, have children use computers or electronic tablets to draft their event. If they have access to a printer, have them print out their event.

Writing Wrap-Up

Ask volunteers to share their writing with the class.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

CAPITALIZATION Children may not be familiar with the convention of capitalizing names. Write familiar names with initial lowercase letters. Then erase and replace those letters with uppercase letters, explaining what you are doing each time. Have children copy the names.

STRATEGIC SUPPORT

CAPITALIZATION For children who struggle with capitalizing names, have them write the names of family members and friends. Ask children to exchange work with a partner and check each other's capitalization.

LESSON

4

UNIT 3 • MODULE A

LESSON OBJECTIVE

Identify and describe the sequence of events in a story.

READING OBJECTIVES

- Focus on characters and their reactions to events in the story.
- Engage in group reading activities.

Read Anchor Text

Build Understanding

INTRODUCE Have children focus on the following Enduring Understanding as you reread *Come On, Rain!* and work through the lesson: *Writers understand that stories contain sequenced events and include character reactions to the events.*



First Read of the Lesson

EXPLORE THE TEXT Review the illustrations on pages 6–17 of the *Text Collection* and have children recall what has happened in the story so far. Remind them of the Essential Questions: *Why do characters react in certain ways? How do writers use experiences to tell/write stories?*

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

READ ANCHOR TEXT Read pages 18–23 of *Come On, Rain!* to children using the **Read Aloud Routine**. Have them look at the illustrations as you read. In this reading, children should focus on the order of the events that happen in the story. Discuss the questions below with children. Have them draw their answer to the question on page 122 in their *Reader's and Writer's Journal*.

- What did you read?
- What did you learn?
- What questions do you have?

Second Read of the Lesson

CLOSE READING During guided close reading, have children focus on key details about what the characters in the story do. Use the following questions to lead the discussion.

- **Vocabulary** The girls meet in an alleyway. An *alleyway* is an alley, or narrow passage, between buildings. Why do you think the girls meet there? (The girls want to be outside when it rains. They live in a city. An alleyway between buildings may be their closest outdoor space.)
- How does the picture on page 18 go with the words on the page? (The words tell about the girls waiting outside for the rain to start. The picture shows the girls holding up their hands, hoping to feel rain falling.)

Integration of Knowledge and Ideas

- What happens right before it starts to rain harder? (It gets grayer, the air cools, and the clouds burst.) **Key Ideas and Details**
- What do the girls say when it starts to rain harder? (“Come on, rain!”) **Key Ideas and Details**
- Who chases whom in the rain? (Jackie-Joyce chases Rosemary. Rosemary chases Liz. Liz chases Tessie.) **Key Ideas and Details**
- How do the girls react to the rain? What do they do? How do they feel? (They shout. They spin. They chase one another. They are excited. They are happy.) **Key Ideas and Details**

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

VOCABULARY Help children understand the word *freckles* on page 21. Explain that *freckles* are small, light brown spots on some people’s skin. When the author says the rain *freckles* the girls’ feet, she is saying that the raindrops landing on their feet make small spots.

STRATEGIC SUPPORT

VOCABULARY Children may have difficulty with this sentence on page 18: “All the insects have gone still.” Explain that the insects haven’t gone anywhere; *gone* here means “become.” The insects have stopped moving, and they have gotten quiet. They are reacting to the rain that is coming.

READING OBJECTIVES

- Participate in conversations with diverse partners.
- Identify the major events in a story and the sequence in which they occur.

Text-Based Vocabulary

- swollen, p. 18
- plop, p. 19
- glazes, p. 21



Focused Reading Instruction

Text-Based Vocabulary

Introduce children to key text-based vocabulary from *Come On, Rain!* For each word, check children's understanding. Ask them if they *know the meaning*, *know it a little*, or *don't know it at all* and record their responses in a chart. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to draw the meanings of the words in the Lesson 4 boxes on page 124 in their *Reader's and Writer's Journal*.

Text-Based Conversation

Display pages 18–23 of *Come On, Rain!* Have children work in pairs to identify and discuss what happens on these pages. Use the **Paired Discussion Routine** and the following questions to guide partners' discussions.

- Where are the girls and what are they doing?
- What happens before it starts to rain?
- What do the girls do after it starts to rain?

After the pairs have discussed the events in this part of the story, have them talk about what they think will happen next. Explain that you will now dig deeper into the text to better understand the meaning.

TEAM TALK STATE AND SUPPORT AN OPINION Use the **Team Talk Routine**. *Would you like to join the girls as they splash up the block in the rain? Say your opinion.* (Possible responses: Yes, because they look like they are having fun. No, because I don't like to get wet.)

Reading Analysis Sequence of Events

Explain that a writer tells about the events in a story in the order, or sequence, in which the events happen. The writer tells what happens first, what happens next, and what happens last.

KEY IDEAS AND DETAILS Use the following questions to help children tell what happens, in order, in this part of the story *Come On, Rain!* Have them draw, dictate, or write about the events in a sequence chart.

- What happens first?
- What happens next?
- Then what happens?

Story Sequence B

Title	
Characters	Setting
↓	
Events	1. First
↓	
2. Next	
↓	
3. Then	
↓	
4. Last	

Independent Reading Practice

READING ANALYSIS: SEQUENCE OF EVENTS Have children work together to finish the sequence chart by answering the question *What happens last?* After they fill in the last box, ask children to use the chart to tell the sequence of events in this part of *Come On, Rain!*

WRITING IN RESPONSE TO READING Read aloud pages 20–21 and 22–23 of *Come On, Rain!* and display the illustrations. *It starts to rain. How do the girls react to this event?* Have children dictate or write about the girls' reaction on page 128 in their *Reader's and Writer's Journal*. Remind children to think about what the girls say and do and how they feel because it starts to rain.



ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to make note of the sequence of events and how the characters react.

Reading Wrap-Up

SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading.

READING OBJECTIVES

- Identify the major events in a story and the sequence in which they occur.
- Build fluency through oral reading.

Scaffolded Instruction

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to understand how to identify the sequence of events in a text,
then...use the Reading Analysis lesson in small group to help them complete the sequence of events for this part of the selection.

Reading Analysis

Model how to identify the event at the end of this part of the story. Turn to pages 22–23, read the text aloud, and describe the illustration. Point out that the words and the picture tell you what happens last. Let children help you identify the final event: *The girls chase one another in the rain.*

Fluency Check To provide practice with reading fluently, have children use the Oral Reading activity. (*Reader's and Writer's Journal*, pages 129–130)

Oral Reading

Have children revisit their *I Can Read Reader 13*. Review story words that children may need help reading, such as *have*, *you*, *do*, and *two*. Read aloud each sentence and have children repeat after you. Ask the following question and ask children to complete the following activities.

- What lets Buzz run fast? (His six legs)
- Underline the word that tells how many legs he has.
- Put an X on the word *not* each time you see it.



EXTENSIONS

MONITOR PROGRESS

If...children understand how to identify the sequence of events in a text, **then...**extend the Reading Analysis lesson by having children identify the sequence of events on pages 6–17 of *Come On, Rain!*

Reading Analysis

Display pages 6–17 of *Come On, Rain!* one spread at a time. Ask children what is happening on the pages. If necessary, reread the text on the spread to help children recall the events. Ask them the following questions about the pages.

- What is the most important event or events that happen on these pages? (Responses will vary.)
- What can we write about this event or these events? (Responses will vary.)

Write children's responses to the second question in a list. After they have finished identifying the sequence of events on pages 6–17, read aloud the sequence of events list to children.

Fluency Check To provide practice with reading fluently, have children use the Oral Reading activity. (*Reader's and Writer's Journal*, pages 129–130)

Oral Reading

Have children revisit their *I Can Read Reader 13*. Review story words that children may need help reading, such as *have*, *you*, *do*, and *two*. Read aloud each sentence and have children repeat after you. Ask the following question and ask children to complete the following activities.

- What lets Buzz run fast? (His six legs)
- Underline the word that tells how many legs he has.
- Put an X on the word *not* each time you see it.

WRITING OBJECTIVES

- Add an event to a story that makes a change for the main character.
- Use an uppercase letter at the beginning of the first word in a sentence.

Writing

Narrative Writing

Describe a Change

TEACH Remind children that when writing a story, a writer tells about characters, settings, and events in a sequence. Often the writer includes an event that is a major change. This change has an impact not only on the plot of the story, but on the characters as well.

- What is the change that happens on pages 18–20 of *Come On, Rain!*?
- How does the writer describe this change?

ANALYZE THE MODEL Through the discussion, help children understand that the writer uses specific details to describe how the change happens. She also makes the change happen slowly to build up readers' (and the characters') anticipation:

Trees sway under a swollen sky, the wind grows bold and bolder.

The writer uses details to hint at what is coming. The trees sway; the wind blows harder.

The first drops plop down big...

The writer describes the beginning of the rain. It starts with big drops.

Then a deeper gray descends and the air cools and the clouds burst.

The writer gives more details that lead up to the change. The clouds lower and it gets cooler.

... and suddenly rain is everywhere.

The writer announces the change. It is raining at last.

Explain to children that as part of the events that make up the plot of a story, a writer will often include an event that is a major change. The change is important because it affects everything that happens after that.

Conventions Capitalize the First Word in a Sentence

TEACH AND MODEL Write this sentence on the board: *Rain fell*. Point to the uppercase *R* at the beginning of the word *Rain*. Explain that we always write an uppercase letter at the beginning of the first word in a sentence.

The girls shouted.

The first word in a sentence always begins with an uppercase letter.

APPLY Have children copy the second example sentence onto page 126 of their *Reader's and Writer's Journal*. Ask them to circle the uppercase letter at the beginning of the sentence.

Independent Writing Practice

WRITING As a group, brainstorm changes that characters in a story can experience, such as going to a new school, getting a new brother or sister, or learning something new. Have children return to the short stories they started writing in Lesson 3. Ask them to add an event to their story that provides a change for their main character. Have children describe the change to a partner.

Point out that children have planned, written, and added to a short story. Explain that later they will revise and publish their short story.

USE TECHNOLOGY If available, have children use computers or electronic tablets to draft their event. If they have access to a printer, have them print out their event.

Writing Wrap-Up

Ask volunteers to share their revised short stories with the class.



Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

CAPITALIZATION Children may not be familiar with the convention of capitalizing the first word in a sentence. Write short sentences using an initial lowercase letter for the first word. Erase and replace the initial lowercase letters with uppercase letters, explaining what you are doing. Write the sentences again and have children tell you what to do to correct them.

STRATEGIC SUPPORT

CAPITALIZATION For children who struggle with capitalizing the first word in a sentence, write several short sentences with an initial lowercase letter for the first word in each. Have children erase and replace the initial lowercase letters with uppercase letters.

LESSON

5

UNIT 3 • MODULE A

LESSON OBJECTIVE

Identify key details and use them to retell a story.

READING OBJECTIVES

- Answer questions about key details in a text.
- Recall events of a story in sequence.

Read Anchor Text

Build Understanding

INTRODUCE Have children focus on the following Enduring Understanding as you reread *Come On, Rain!* and work through the lesson: *Writers understand that stories contain sequenced events and include character reactions to the events.*



First Read of the Lesson

EXPLORE THE TEXT Display the front cover of *Come On, Rain!* on page 5 in the *Text Collection* and have children recall the characters, setting, and events through page 23. Remind children of the Essential Questions: *Why do characters react in certain ways? How do writers use experiences to tell/write stories?*

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

READ ANCHOR TEXT Read pages 24–30 of *Come On, Rain!* to children using the **Read Aloud Routine**. Have them look at the illustrations as you read. In this reading, children should focus on what happens at the end of the story. Discuss the questions below with children. Have them draw their answer to the question on page 122 in their *Reader's and Writer's Journal*.

- What did you read?
- What did you learn?
- What questions do you have?

Second Read of the Lesson

CLOSE READING During guided close reading, have children focus on key details about the characters, setting, and events. Use the following questions to lead the discussion.

- **Why do the mothers rush from their kitchens to their porches?** (They hear their daughters making a lot of noise and come out to see what they are doing.) **Key Ideas and Details**
- **Vocabulary** The writer says the mothers turn to one another, smile, and give a wordless nod. We know that the word part *-less* means “without.” What does *wordless* mean? (Without a word; the mothers nod without speaking)
- **Vocabulary** Listen closely to this line: “tossing streamers of stockings over their shoulders.” *Stockings* are close-fitting, knitted coverings for the feet and legs. What do the mothers do with their stockings? (They throw them in the air.)
- **How does the picture on pages 28–29 help you understand what the girls and their mothers are doing?** (The picture shows the mothers and daughters in pairs dancing and leaping in the puddles. It also shows them smiling and laughing. This supports what the text says.) **Integration of Knowledge and Ideas**
- **How do Tessie and Mamma feel at the end of the story?** (Tessie says they feel soothed and fresh. Also they probably feel wet and tired.) **Key Ideas and Details**
- **How do the mothers react to the rain? What do they do? How do they feel?** (They take off their shoes and hose. They dance with their daughters in the rain. They laugh. They are happy.) **Key Ideas and Details**

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

VOCABULARY Help children understand the word *reeling* in the sentence “We twirl and sway them, tromping through puddles, romping and reeling in the moisty green air.” Explain that *reel* means “to sway or stagger” and *reel* is also the name of a lively dance. Point out that both meanings can apply to *reel* as it is used in this sentence.

STRATEGIC SUPPORT

SIMILES Children may have difficulty understanding the simile “the music . . . shimmies, sparkles, and streaks like night lightning” on page 27. Explain that the author is comparing the way the music sounds to the way lightning looks at night. She uses this comparison to help readers to “see” Miz Glick’s music the way the narrator “sees” it.

READING OBJECTIVES

- Follow agreed-upon rules for discussions.
- Retell familiar stories, using key details.

Text-Based Vocabulary

- shimmies, p. 27
- tromping, p. 28



Focused Reading Instruction

Text-Based Vocabulary

Introduce children to key text-based vocabulary from *Come On, Rain!* For each word, check children's understanding. Ask them if they *know the meaning*, *know it a little*, or *don't know it at all* and record their responses in a chart. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to draw the meanings of the words in the Lesson 5 boxes on page 124 in their *Reader's and Writer's Journal*.

Text-Based Conversation

Remind children of the rules for discussion, which include listening to others and taking turns speaking. Use the **Whole Class Discussion Routine** as children go back to the text to identify important details about the characters, setting, and events at the end of the story.

You may wish to provide a model through a think aloud, such as the following: *When I look at the picture on pages 26–27, I can tell that the mothers are just as happy about the rain as the girls are. The mothers throw their shoes and stockings into the air. They hold up their hands to feel the rain just as their daughters did earlier.*

After the whole group has discussed the story elements using details from the story, have children go back to the story to find information in the pictures that supports their ideas. Explain that you will now dig deeper into the text to better understand the meaning.

TEAM TALK STATE AND SUPPORT AN OPINION Use the **Team Talk Routine**. *Do you think the mothers have ever done anything like this before? Say your opinion.* (Possible responses: Yes, because they were girls once, so they probably danced in the rain. No, they join in only because they see that their daughters are having fun.)

Reading Analysis Retell Using Key Details

Remind children that writers use words and pictures to tell a story. To tell the story in a way that makes sense, writers put the words and pictures in a certain order, or sequence. When we retell a story, we choose key details about events and tell about the events in order. We tell what happens at the beginning, in the middle, and at the end.

KEY IDEAS AND DETAILS Use the following questions to help children tell about the events in this part of *Come On, Rain!* using key details. Have children draw, dictate, or write about the events in a sequence chart.

- What happens at the beginning?
- What happens in the middle?
- What happens at the end?

Story Sequence A

Title _____

Beginning

↓

Middle

↓

End

Independent Reading Practice

READING ANALYSIS: RETELL USING KEY DETAILS Have children use the sequence chart to retell this part of the story using key details about the events.

WRITING IN RESPONSE TO READING Display the illustrations on pages 24–30 of *Come On, Rain!* Retell what Mamma does in this part of the story. Do you think she has fun dancing in the rain? Have children dictate or write their opinion and key details from the story that support their opinion on page 128 in their *Reader's and Writer's Journal*.



Reading Wrap-Up

SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading.

READING OBJECTIVES

- Retell familiar stories, using key details.
- Ask and answer questions about key details in a text.

Scaffolded Instruction

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to understand how to retell a story using key details, **then...**use the Reading Analysis lesson in small group to help them work through the sequence chart.

If...children need extra support to understand the story, **then...**use the Close Reading Workshop in small group to provide scaffolded support.

Reading Analysis

Model how to use the sequence chart to retell the story. Explain what the drawing or writing shows in the *Beginning* box (for example, the mothers coming down). Prompt children with questions that help them retell key details (for example, *Why do they smile at one another?*). Continue with the *Middle* and *End* boxes. Then help children use those details to retell this part of the story.

Close Reading Workshop

Revisit *Come On, Rain!* Read pages 28–29 of *Come On, Rain!* aloud. Then discuss the following questions with the group. Have children use evidence from the words and picture to support their answers.

- 1 What details can you find about what the girls do with their mothers? (They hold hands. They twirl, sway, march, romp, dance, swing, and laugh.)
- 2 Do you think the mothers care that they are wet and their hair is wild? Use details from the words and picture to support your opinion. (Possible response: No, because they are laughing and they are doing the same things their daughters are. They are having fun in the rain.)
- 3 Think of one question about this part of the story to ask a partner. Remember that you can use the words and picture in the story to help you find the answer.

EXTENSIONS

MONITOR PROGRESS

If...children understand how to retell a story using key details,
then...extend the Reading Analysis lesson by having children retell events from the beginning and middle of *Come On, Rain!*

Reading Analysis

Have children draw, dictate, or write earlier events from *Come On, Rain!* on another sequence chart. Remind children to draw the events in the order in which they happen in the story. Have children retell the whole story using the events on both sequence charts. Then have pairs of children compare their new sequence charts and discuss the following questions.

- What events did you both include on your charts? (Responses will vary.)
- What events do you have that your partner doesn't have? What events does your partner have that you don't have? (Responses will vary.)
- What other events would you add if you had space on your sequence chart? Why? (Responses will vary.)

WRITING OBJECTIVES

- Dictate or write to add a character's reaction to a change.
- Use an uppercase letter to spell the pronoun *I*.

Writing

Narrative Writing

Character's Reaction

TEACH Remind children that in a story, a writer tells about characters and events. One way a writer can tell about a character is to show how the character reacts to, or acts because of, a particular event in the story. The writer tells what the character does or says or how the character feels after that event happens.

- What do the mothers see when they come out on their porches?
- How do the mothers react to what they see?

ANALYZE THE MODEL Through the discussion, help children see that the writer tells how the mothers react to by telling what they do and how they feel:

We make such a racket, Miz Glick rushes out on her porch, Miz Grace and Miz Vera come next, and then comes Mamma.

The writer tells the event the mothers will react to. They see their daughters out in the rain.

Leaning over their rails, they turn to each other. A smile spreads from porch to porch. And with a wordless nod...

The writer tells how this event makes the mothers feel. They smile at and agree with one another.

Display page 26 and read the text.

...fling off their shoes, skim off their hose... Our barelegged mammas dance down the steps and join us in the fresh, clean rain...

The writer tells what the mothers do. They take off their shoes and hose and dance in the rain.

Explain to children that the writer uses characters' feelings and actions to show their reaction to an event in the story. The writer could also have included the characters' words (for example, Mamma could have said, "That looks like fun!" and Miz Glick could have said, "Let's join them!") to show how they react.

Conventions Capitalize the Pronoun I

TEACH AND MODEL Write this sentence on the board: *Tessie and I love rain.* Read it aloud. Point to the uppercase *I* you used to spell the pronoun *I*. *This is the word I. We always write an uppercase letter I when we write the word I.*

Tessie said, “**I** see Mamma.”

The word *I* is always spelled with an uppercase *I*.

APPLY Have children copy the first example sentence onto page 126 of their *Reader’s and Writer’s Journal*. Then have them write a sentence of their own using the word *I*. Check to see that they used an uppercase *I* for the word.

Independent Writing Practice

WRITING Have children return to the stories they wrote in Lessons 3 and 4. Remind them that they added an event to their story that provides a change for their main character. Now ask children to think about these questions: *How does my character feel about the change? What does my character say or do because of the change?* Have children dictate or write to add to their story their character’s reaction to the change.

USE TECHNOLOGY If available, have children use computers or electronic tablets to draft their character’s reaction. If they have access to a printer, have them print out their writing.

Writing Wrap-Up

Ask volunteers to share their revised short stories with the class.



WHOLE GROUP

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

CAPITALIZATION Children may not be familiar with the convention of capitalizing the pronoun *I*. Explain that we use the word *I* when we are talking about ourselves. Have children skim *Come On, Rain!* and find all the places where the writer uses the word *I*. Each time children point to the word, ask them what letter they see. Explain that the word *I* is always spelled with an uppercase *I*.

STRATEGIC SUPPORT

CAPITALIZATION For children who struggle with capitalizing the pronoun *I*, write short sentences such as these: *You and I go. Then I come back.* Explain that the word *I* is always spelled with an uppercase *I*. Write sentences leaving out the pronoun *I* and have volunteers add the word.

LESSON OBJECTIVE

Use word knowledge and text evidence to understand vocabulary and content.

READING OBJECTIVES

- Make connections between text and illustrations used to tell about the setting of a story.
- Engage in group reading activities.

Read Anchor Text

Build Understanding

INTRODUCE Have children focus on the following Enduring Understanding as you reread *Come On, Rain!* and work through the lesson: *Readers understand that characters have different experiences in texts and react in different ways.*



First Read of the Lesson

EXPLORE THE TEXT Display pages 6–7 of *Come On, Rain!* in the *Text Collection* and have children recall the characters and the problem introduced on these pages. Remind children of the Essential Questions: *Why do characters react in certain ways? How do writers use experiences to tell/write stories?*

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

READ ANCHOR TEXT Read pages 8–11 of *Come On, Rain!* to children using the **Read Aloud Routine**. Have them look at the illustrations as you read. In this reading, children should focus on the setting and what the text and illustrations tell them about it. Discuss the questions below with children. Have them draw their answer to the question on page 131 in their *Reader's and Writer's Journal*.

- What did you read?
- What did you learn?
- What questions do you have?

Second Read of the Lesson

CLOSE READING During guided close reading, have children focus on key details in the text and illustrations that help them identify and describe the setting. Use the following questions to lead the discussion.

- How do the words and the picture on pages 8–9 help you understand where the story takes place? (The words mention a block, an alleyway, rooftops, and chimneys. The picture shows Tessie on the porch of a building looking out at many other buildings. These clues tell me that the story takes place in a city.) **Integration of Knowledge and Ideas**
- What does Tessie notice as she looks out over the rooftops? Why is this important? (In the distance Tessie sees gray clouds rolling in. The clouds mean that rain is coming.) **Key Ideas and Details**
- **Vocabulary** Listen closely to this sentence: “Miz Grace and Miz Vera bend, tending beds of drooping lupines.” *Lupines* are plants with long spikes of flowers. What do Miz Grace and Miz Vera’s lupines have in common with Mamma’s plants? (The women try to take care of the plants. All the plants need water badly.)
- **Vocabulary** Tessie says she crosses the “crackling-dry path.” *Crackling* is the crispy, browned skin of roasted pork. What does the description *crackling-dry* tell you about the path? (That it is so dry that it is as crispy and brown as crackling)
- How does Mamma react to the sound of a truck? How does Tessie react? Are their reactions to the sound the same or different? (Mamma is uneasy. She thinks the sound is thunder, and she hates thunder. Tessie climbs up to look and make sure the sound is coming from a truck. So it seems the possibility of thunder doesn’t bother Tessie. Their reactions to the sound are different.) **Key Ideas and Details**

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

VOCABULARY Help children understand the word *bullies* on page 12. They may know it as a noun that means “people who tease or frighten others.” Explain that *bullies* can also be used as a verb with a similar meaning. In this case, the author uses *bullies* to describe the way certain smells expand to completely fill the air on this hot day.

STRATEGIC SUPPORT

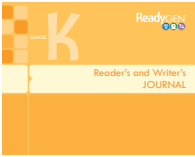
VOCABULARY Children may have difficulty understanding the phrase *cats pant*. Explain that some animals *pant*, or breathe hard and quickly, when they are hot. These animals can’t sweat as much as people can, so panting helps the animals cool down.

READING OBJECTIVES

- Follow agreed-upon rules for discussions.
- Distinguish shades of meaning among words with the same general meaning.

Text-Based Vocabulary

- wavers, p. 9
- drooping, p. 9



Focused Reading Instruction

Text-Based Vocabulary

Introduce children to key text-based vocabulary from *Come On, Rain!* For each word, check children's understanding. Ask them if they *know the meaning*, *know it a little*, or *don't know it at all* and record their responses in a chart. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to draw the meanings of the words in the Lesson 6 boxes on page 133 in their *Reader's and Writer's Journal*.

Text-Based Conversation

Remind children of the rules for discussions, in particular, listening to others and taking turns speaking. Have small groups discuss the illustrations on pages 10–11. Use the **Small Group Discussion Routine** and questions such as the following to help guide the discussion.

- What is Tessie doing on page 10? Where do you think she is going?
- Is Tessie going to Miz Glick's house? How do you know?
- Why does Tessie look into Miz Glick's house? What gets Tessie's attention?

After the small groups have discussed the illustrations, have them talk about how the pictures are related to the words on the pages. Explain that you will now dig deeper into the text to better understand the meaning.

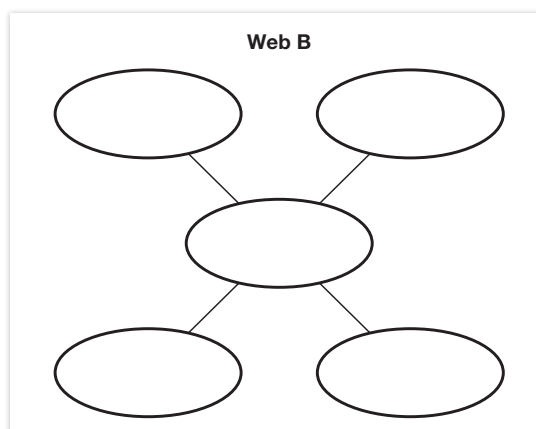
TEAM TALK STATE AND SUPPORT AN OPINION Use the **Team Talk Routine**. *Do you agree with Mamma's decision not to let Tessie put on her bathing suit? Say your opinion.* (Possible responses: Yes, because Mamma is right. The sun is too hot and Tessie will get burned. No, because it is a very hot day and Tessie will be cooler in her bathing suit.)

Write the words *march*, *stroll*, and *waddle* on the board. Read them aloud. Explain that these words have the same general meaning, “to walk,” but they do not have the same exact meaning. Each word has a meaning that is slightly different from the meanings of the other words. *March* means “to walk in time,” *stroll* means “to walk for pleasure,” and *waddle* means “to walk swaying from side to side.”

DISTINGUISH SHADES OF

MEANING Use the following questions to help children identify words in *Come On, Rain!* that have the same general meaning. Have children dictate or write the words in the outer circles and the general meaning in the center circle of a word web.

- Tessie says, “I am ____” on page 8. What word does she use to describe how she feels?
- What word does Tessie use to describe the alleyway on page 9?
- What general meaning do both of these words have?



Independent Reading Practice

LANGUAGE ANALYSIS: CRAFT AND STRUCTURE Have children use the word web from the activity above to discuss the general meaning that the words share (“hot”) and the slight differences in the meanings of the two words (*sizzling*: hot like the sound of something frying in a pan; *broiling*: hot like something cooking on a grill). Help children think of two other words that mean “hot” to add to the other circles of the word web (*fiery*, *blazing*, *scorching*, *burning*).

WRITING IN RESPONSE TO READING Have children draw a picture of the setting of the story on page 137 in their *Reader’s and Writer’s Journal*. Remind them to use details from the text and illustrations and to dictate or write a caption that describes the picture. Encourage children to use one of the words from their “hot” word web in their caption.



Reading Wrap-Up

SHARE WRITTEN RESPONSES Take a few minutes to wrap up today’s reading with children. Ask volunteers to share their Writing in Response to Reading.

READING OBJECTIVES

- Distinguish shades of meaning among words with the same general meaning.
- Ask and answer questions about key details in a text.

Scaffolded Instruction

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to distinguish shades of meanings among words, **then...**use the Language Analysis lesson in small group to help them discuss and complete the word web.

If...children need extra support to understand the story, **then...**use the Close Reading Workshop in small group to provide scaffolded support.

Language Analysis

Display the word web. *Sizzling* and *broiling* both mean “hot” in the story, but they don’t mean exactly the same thing, do they? Demonstrate the hissing sound associated with *sizzling*. Let’s think of other words that mean “hot.” Suggest two words and have children choose the word to add to the web. Does *freezing* mean “hot”? Does *blazing* mean “hot”?

Close Reading Workshop

REVISIT COME ON, RAIN! Read page 11 of *Come On, Rain!* aloud. Then discuss the following questions with the group. Have children use evidence from the words and picture to support their answers.

- 1 What details can you find about Miz Glick and her room? (Miz Glick has a phonograph. Her room is dim and stuffy like a cave. The window is open.)
- 2 Miz Glick’s phonograph is playing the same notes over and over. Do you think her neighbors are annoyed by this? Use details from the words and picture to support your opinion. (Possible response: No, because no one notices except Tessie, they live in a noisy city, and it’s too hot for anyone to care.)
- 3 Think of one question about this part of the story to ask a partner. Remember that you can use the words and picture in the story to help find the answer.

EXTENSIONS

MONITOR PROGRESS

If...children understand the concept of distinguishing shades of meanings among words with the same general meaning, **then...**extend the Language Analysis lesson by having children create their own web of words that have the same general meaning but slightly different meanings.

Language Analysis

Give each child a word web like the one used in earlier in the lesson. Have children write the word *look* in the center circle. Tell them that they are going to fill in the outer circles with words that share this general meaning, “to look.”

- On page 9, Tessie says, “I ____ out over rooftops.” What word does she use to tell what she is doing? (Stare)
- Put *look* in place of *stare* in the sentence. Does *stare* mean “to look”? (Yes)
- When Tessie passes Miz Glick’s window, she ____ inside. What word does Tessie use to tell what she is doing? (Glancing)
- Put *looking* in place of *glancing* in the sentence on page 11. Does *glance* mean “to look”? (Yes)

Have children write the words *stare* and *glance* in the outer circles of their word webs. Point out that *stare* means “to look for a long time,” while *glance* means “to look quickly.” Then have children think of two other words that mean “look” to add to their word webs (*gaze*, *scan*, *inspect*, *spy*). Finally, have children share their words with the class.

WRITING OBJECTIVES

- Dictate or write a reaction to an event.
- Write letters for sounds to spell simple words.

Writing

Narrative Writing

Tell a Reaction

TEACH Remind children that when writing a story, a writer tells about characters and events. Often the writer shows how a character reacts to a particular event by telling what the character does or says or how the character feels after the event happens.

- What does Tessie see when she looks out over the rooftops on page 9?
- How does Tessie react to what she sees?

ANALYZE THE MODEL Through the discussion, help children understand that the writer tells how Tessie reacts to what she sees by telling how Tessie feels and what she says:

And that's when I see it coming, clouds rolling in, gray clouds, bunched and bulging under a purple sky.

The writer tells the event that Tessie will react to. Tessie sees gray clouds rolling in off in the distance.

A creeper of hope circles 'round my bones.

The writer tells how this event makes Tessie feel. Tessie feels hopeful because rain is coming.

"Come on, rain!" I whisper.

The writer tells what Tessie says about this event. Tessie encourages the rain to come.

Explain to children that the writer uses a character's feelings and words to show the character's reaction to an event in the story. The writer could also have used actions, such as clapping hands or jumping up and down, to show how the character reacts.

TEACH AND MODEL Remind children that when they spell a word, they should listen to the sounds in the word and write the letter for each sound they hear. Say the word *rod*. Have children repeat the word after you. Then segment the sounds in the word as you write *r*, *o*, *d* on the board. Point to each letter as you spell the word aloud. Have children copy the word on the first line on page 135 of their *Reader's and Writer's Journal*.

APPLY Have children listen as you say the word *set*. Then segment the sounds as you say the word again. Have children write the letter for each sound they hear on the second line in their *Reader's and Writer's Journal*. Repeat the process with the word *bed*. Then have partners check each other's spelling.

Independent Writing Practice

WRITING Ask children to recall how Tessie reacts when she sees gray clouds in the distance. Then have children dictate or write how they would feel if they saw gray clouds rolling in. Remind them that they can show their reaction to this event by telling what they would do or say or how they would feel. Encourage children to use feeling words, such as *happy*, *scared*, *amazed*, or *worried*.

USE TECHNOLOGY If available, have children use computers or electronic tablets to draft their reaction. If they have access to a printer, have them print out their writing.

Writing Wrap-Up

Ask volunteers to share their written reactions with the class.



ENGLISH LANGUAGE LEARNERS

LETTERS AND SOUNDS If children are not familiar with using letter-sound relationships to spell words, say the words *rod*, *set*, and *bed* many times without writing them. Have children listen to and practice identifying the sounds in the words before moving on to the letters that stand for those sounds.

STRATEGIC SUPPORT

LETTERS AND SOUNDS For children who struggle with spelling these words, say other words with the same sounds (*dot*, *sob*, *red*, *bet*) and write them next to *rod*, *set*, and *bed*. Have children say them so they can compare the sounds and see that the same letter stands for the same sound.

LESSON OBJECTIVE

Use word clues and text evidence to understand vocabulary and content.

READING OBJECTIVES

- Answer questions about key details in a text.
- Engage in group reading activities.

Read Anchor Text

Build Understanding

INTRODUCE Have children focus on the following Enduring Understanding as you read *Come On, Rain!* and work through the lesson: *Writers understand that stories contain sequenced events and include character reactions to the events.*



First Read of the Lesson

EXPLORE THE TEXT Display pages 10–12 of *Come On, Rain!* in the *Text Collection* and have children recall the events on these pages. Remind children of the Essential Questions: *Why do characters react in certain ways? How do writers use experiences to tell/write stories?*

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

READ ANCHOR TEXT Read pages 13–15 of *Come On, Rain!* to children using the **Read Aloud Routine**. Have them look at the illustrations as you read. In this reading, children should focus on the characters and what they find out about them. Discuss the questions below with children. Have them draw their answer to the question on page 131 in their *Reader's and Writer's Journal*.

- What did you read?
- What did you learn?
- What questions do you have?

Second Read of the Lesson

CLOSE READING During guided close reading, have children focus on key details in the text and illustrations that help them understand the characters. Use the following questions to lead the discussion.

- What reasons do the words and picture on page 13 give for Tessie's being able to slip past Mamma? (The words say Mamma is nearly senseless from the heat, so she doesn't notice Tessie. The picture shows Mamma kneeling on the ground over her plants. She is looking down, and she has on a big sun hat, so she can't see what Tessie is doing.) **Integration of Knowledge and Ideas**
- How does the picture on page 14 help you understand the meaning of the word *aim*? (The picture shows Tessie pointing the spoonful of sugar directly at her mouth. This tells me that *aim* must mean "point.") **Craft and Structure**
- What does the detail about Tessie giving herself a spoonful of sugar tell you about the character? (Tessie likes sugar. She likes sweet things. She gives herself treats when she can.) **Key Ideas and Details**
- In what order, or sequence, does the writer tell about events on these pages and throughout the story? (She tells about the events in the order in which they happen. She tells what happens first, what happens next, and so on, all the way to the last event at the end.) **Craft and Structure**

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

VOCABULARY Help children understand what Mamma means when she says, "Aren't you something, Tessie." Point to the period at the end of the sentence and explain that Mamma isn't asking a question; she is making a statement. Also, in this sentence, *something* means "a person of some value or importance." Mamma is praising Tessie because Tessie gives her a glass of iced tea.

STRATEGIC SUPPORT

KEY DETAILS Children may have difficulty understanding why Mamma turns to the window and sniffs after Tessie tells her that rain is coming. Explain that before rain starts to fall, the air has a different smell. This sweet, sharp smell tells people that rain is on the way. Mamma sniffs the air coming in the window to see if she thinks it smells the way it should when rain is coming.

READING OBJECTIVES

- Participate in conversations with diverse partners.
- Use suffixes as clues to the meanings of unknown words.

Text-Based Vocabulary

- slick, p. 13
- trickles, p. 15
- sniffs, p. 15

Focused Reading Instruction

Text-Based Vocabulary

Introduce children to key text-based vocabulary from *Come On, Rain!* For each word, check children's understanding. Ask them if they *know the meaning*, *know it a little*, or *don't know it at all* and record their responses in a chart. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to draw the meanings of the words in the Lesson 7 boxes on page 133 in their *Reader's and Writer's Journal*.

Text-Based Conversation

Display pages 13–15 of *Come On, Rain!* Have children work in pairs to discuss what they know about the characters from the text and illustrations on these pages. Use the **Paired Discussion Routine** to guide partners' discussions.



You may wish to provide a model through a think aloud, such as the following: *When I see and read about Mamma kneeling over her plants even though it is so hot that she is nearly senseless, I know that she is determined to take care of her plants no matter what the weather is like.*

After the pairs have discussed the details about the characters in this part of the story, have them talk about what they found out from the text and what they found out from the illustrations. Explain that you will now dig deeper into the text to better understand the meaning.

TEAM TALK STATE AND SUPPORT AN OPINION Use the **Team Talk Routine**. *Do you think it is okay for Mamma to work outside when it is so hot? Say your opinion.* (Possible responses: Yes, because she is wearing a sun hat and she has probably worked outside in the heat before. No, because getting too hot can make you really sick.)

Explain that sometimes readers can use parts of words as clues to the meanings of the words. If readers know the meaning of a particular word part, they can use that meaning to help them figure out the meaning of the whole word.

USE SUFFIXES Read aloud the second sentence on page 13. Write *senseless* and circle *-less*. The word part *-less* means “without.” If we add *-less* to *sense* to make *senseless*, what does the word mean? (without sense) Explain that here *senseless* means “without senses.” A person with no senses can’t see, hear, smell, taste, or touch, so the person is not awake or is unconscious. Record this information on a chart with the headings *Word Part*, *Word Part*, and *Word (sense; -less “without”; senseless “without senses or unconscious”)*. Read aloud the second sentence on page 14. Write *spoonful* and circle *-ful*.

- What word parts do you see in *spoonful*? (Spoon, -ful)
- The word part *-ful* means “enough to fill a ____.” It also means “full of.” If we add *-ful* to *spoon* to make *spoonful*, what does the word mean? (Enough to fill a spoon)
- Tell me where to write this information about *spoonful* on the chart.

Three-Column Chart

Independent Reading Practice

LANGUAGE ANALYSIS: CRAFT AND STRUCTURE Let children suggest other words with *-less* and *-ful* or offer words such as *helpless*, *powerless*, *hopeful*, and *thankful*. Work together to analyze the words and their parts and to record the information about the words on the chart.

WRITING IN RESPONSE TO READING Have children dictate or write a detail about Mamma from this part of the story on page 137 in their *Reader’s and Writer’s Journal*. Encourage children to use one of the *-less* or *-ful* words from the chart or another descriptive word in their detail.



Reading Wrap-Up

SHARE WRITTEN RESPONSES Take a few minutes to wrap up today’s reading with children. Ask volunteers to share their Writing in Response to Reading.

READING OBJECTIVES

- Use suffixes as clues to the meanings of unknown words.
- Build fluency through oral reading.

Scaffolded Instruction

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to recognize suffixes in words and to use these suffixes as clues to the words' meanings,
then...use the Language Analysis lesson in small group to help them identify and use the suffixes in words.

Language Analysis

Review with children the meanings of the suffixes *-less* and *-ful*. Model how to identify the word parts in an unknown word and how to use the meaning of the suffix to help you understand the meaning of the word. *This word is hopeful. Hopeful has two word parts: hope and -ful. I know that -ful can mean "full of," so I know that hopeful means "full of hope."* Write this information on the chart. Continue with *helpless*, *powerless*, and *thankful*, having children identify the word parts and offer the meanings of the suffix and the whole word.

Fluency Check To provide practice with reading fluently, have children use the Oral Reading activity. (*Reader's and Writer's Journal*, pages 139–140)

Oral Reading

Distribute *I Can Read Reader 14* from the *Reader's and Writer's Journal*. Ask them to point to the title of the story, "What a Mess!" Review the irregularly spelled words, *the*, *to* and *is*. *Let's read this text together. Follow along as I read.* Then ask children to read the story again with you. Ask the following questions and ask children to complete the following activities.

- **What is the mess?** (Someone spilled the milk.)
- **What does Rob get?** (A mop)
- **Underline the title of the story.**
- **Circle the names of the characters.**



EXTENSIONS

MONITOR PROGRESS

If...children understand how to use the meanings of the suffixes *-less* and *-ful* to figure out the meanings of unknown words, **then...**extend the Language Analysis lesson by having children analyze additional *-less* and *-ful* words that they find in books or that you provide.

Language Analysis

Ask children to look through books in the classroom library to find words with *-less* and *-ful*, or offer them words such as these: *fearless*, *mouthful*, *useless*, *cheerful*, *homeless*, *careful*. Have children answer these questions about each word.

- What word part do you know in this word? (Responses will vary.)
- What does the word part mean? (Responses will vary.)
- How does the word part help you understand the whole word? (Responses will vary.)

Have children dictate or write the information about the words on a graphic organizer like the one used earlier in the lesson. Then ask them to share their information with the class.

Fluency Check To provide practice with reading fluently, have children use the Oral Reading activity. (*Reader's and Writer's Journal*, pages 139–140)

Oral Reading

Distribute *I Can Read Reader 14* from the *Reader's and Writer's Journal*. Ask them to point to the title of the story, “What a Mess!” Review the irregularly spelled words, *the*, *to* and *is*. **Let's read this text together. Follow along as I read.** Then ask children to read the story again with you. Ask the following questions and ask children to complete the following activities.

- What is the mess? (Someone spilled the milk.)
- What does Rob get? (A mop)
- Underline the title of the story.
- Circle the names of the characters.

WRITING OBJECTIVES

- Revise and publish a short story.
- Print short sentences using knowledge of uppercase and lowercase letters.

Writing

Narrative Writing

Revise a Story

TEACH Explain to children that when writing stories, writers use details to tell about the characters, settings, and events. Often when writers revise, they add more details about these story elements. Writers want to make sure that the characters, settings, and events in their stories are clear and real to readers.

- What details does the writer give about what Tessie is doing on page 14?
- What details does the writer give about how Mamma looks on page 15?
- Why do you think the writer added these details to her story?

ANALYZE THE MODEL Through the discussion, help children understand that the writer uses details not only to describe the characters but also to make them seem like real people.

On page 14, the writer could have said, “In the kitchen, I pour iced tea into a glass. I put a spoonful of sugar into the drink.” How do the details that the writer added make a difference?

In the kitchen, I pour iced tea to the top of a tall glass. I aim a spoonful of sugar into my mouth, then a second into the drink.

The writer adds details that make what Tessie is doing more interesting. They also tell us more about Tessie.

On page 15, the writer could have left out the following sentence about Mamma. Why do you think the writer included these details?

Sweat trickles down her neck and wets the front of her dress and under her arms.

The writer adds details that help us “see” just how hot Mamma is.

Explain to children that writers use details to tell about the characters, settings, and events in their stories. When they revise their stories, writers often add details to tell more.

Conventions Print Short Sentences

TEACH AND MODEL Write these short sentences on the board: *Tessie runs home. Mamma sits down. It is hot.* Remind children that we print uppercase and lowercase letters to write words and that we use words to make sentences.

APPLY Have children copy one of the sentences onto page 135 of their *Reader's and Writer's Journal*. Remind them to use proper spacing between the letters of each word and between the words in the sentence. Check to see that they print an uppercase letter at the beginning and put a period at the end.

Independent Writing Practice

WRITING Have children return to the short stories they wrote and expanded in Lessons 3, 4, and 5. Have partners read each other's stories, asking and responding to questions and offering suggestions for improvement. Then help children revise their stories by adding details as needed to strengthen and clarify their writing.

USE TECHNOLOGY If available, have children use computers or electronic tablets to draft their revised story. If they have access to a printer, have them print out their story.

Writing Wrap-Up

Have children share their short stories with others by using available digital tools, such as email and web sites, to publish their writing. Explain that revising and publishing are the last two steps in writing their stories.



WHOLE GROUP

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

SENTENCES Children may not be familiar with the conventions of sentence writing. Explain that a sentence always begins with an uppercase letter and ends with a punctuation mark such as a period. Ask volunteers to circle the initial uppercase letter and the period in each example sentence.

STRATEGIC SUPPORT

PRINTING SENTENCES For children who struggle with printing short sentences, have them print first uppercase and lowercase letters, then single words, and finally two-word sentences such as *I nod. He sees.* Then have children move on to the three-word example sentences.

LESSON OBJECTIVE

- Identify and describe the sequence of events in a story.

READING OBJECTIVES

- Describe the role of the author and illustrator in a text.
- Engage in group reading activities.

Read the Text

Build Understanding

INTRODUCE Have children focus on the following Enduring Understanding as you read *The Snowy Day* and work through the lesson: *Writers understand that stories contain sequenced events and include character reactions to the events.*



First Read of the Lesson

EXPLORE THE TEXT Introduce the book *The Snowy Day* to children. Display the front cover on page 31 of the *Text Collection*. Point to the title and the author's name as you read them aloud. Explain that the author is also the illustrator of the book. Discuss the illustration on the front cover. Remind children of the Essential Questions: *Why do characters react in certain ways? How do writers use experiences to tell/write stories?*

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

READ THE TEXT Read *The Snowy Day* to children using the **Read Aloud Routine**. Have them look at the illustrations as you read. In this reading, children should focus on understanding who the story is about and what is happening. Discuss the questions below with children. Have them draw their answer to the question on page 131 in their *Reader's and Writer's Journal*.

- What did you read?
- What did you learn?
- What questions do you have?

Second Read of the Lesson

CLOSE READING During guided close reading, have children focus on key details about the characters and events in the story. Use the following questions to lead the discussion.

- Ezra Jack Keats is both the author and the illustrator of this book. What does Keats do as the author? What does he do as the illustrator? (As the author, he writes the words in the book. As the illustrator, he draws the pictures in the book.) **Craft and Structure**
- What is the first thing Peter does when he goes outside? (He makes different kinds of tracks in the snow.) **Key Ideas and Details**
- How does the picture on page 37 help you understand the meaning of the word *sank* on page 36? (The sentence says Peter's feet sank into the snow. The picture shows Peter standing in the snow. His feet are hidden down in the snow. This tells me that *sank* means "went down.") **Craft and Structure**
- What is the last thing Peter does before he goes into his warm house? (He makes a snowball and puts it into his pocket.) **Key Ideas and Details**
- How does the author organize Peter's adventures in the story? (The author organizes them in the order, or sequence, in which Peter has or does the adventures.) **Craft and Structure**

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

VOCABULARY Help children understand what the word *empty* means on page 54. Explain that *empty* means "with nothing in it." Show children an empty box. *This box is empty. It has nothing in it.* Have children help you fill the box with books or other objects. *Now this box has something in it. It is not empty.*

STRATEGIC SUPPORT

VOCABULARY Children may not be familiar with sound words. Explain that some words sound like the sounds they name. Point out the words *crunch* on page 36 and *plop* on page 42. Say the words several times, using expression to make the words sound as much like the sounds they name as possible. Have children say the words.

READING OBJECTIVES

- Continue a conversation through multiple exchanges.
- Identify the major events in a story and the sequence in which they occur.

Text-Based Vocabulary

- piled, p. 35
- dragged, p. 38

Focused Reading Instruction

Text-Based Vocabulary

Introduce children to key text-based vocabulary from *The Snowy Day*. For each word, check children's understanding. Ask them if they *know the meaning*, *know it a little*, or *don't know it at all* and record their responses in a chart. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to draw the meanings of the words in the Lesson 8 boxes on pages 133–134 in their *Reader's and Writer's Journal*.

Text-Based Conversation

Remind children that when they have a discussion or conversation with other people, they should listen and respond to what the others say. Use the **Whole Class Discussion Routine** as children go back to the text and illustrations to identify and describe the main character and the sequence of events in *The Snowy Day*.

You may wish to provide a model through a think aloud, such as the following: *I think Peter is excited about the snow. On page 35, I read that he puts on his snowsuit and runs outside. He doesn't walk; he runs. He is eager to get out in the snow.*

Make sure children continue their discussion through multiple exchanges. After the whole group has discussed the character and events, have children talk about how knowing this information helps them understand the story. Explain that you will now dig deeper into the text to better understand the meaning.

TEAM TALK STATE AND SUPPORT AN OPINION Use the **Team Talk Routine**. *Do you think it is a good idea for Peter to go out in the snow alone? Say your opinion.* (Possible responses: Yes, because he isn't far from home and he is wearing a warm red snowsuit. No, because he could get stuck or lost in the snow.)



Reading Analysis Sequence of Events

Remind children that a writer tells about the events in a story in the order, or sequence, in which the events happen. The writer tells what happens first, what happens next, and so on, ending with what happens last.

KEY IDEAS AND DETAILS Use the following questions to help children tell what happens, in order, in the story *The Snowy Day*. Have them draw, dictate, or write about the major events in the story in a sequence chart.

- What happens first?
- What happens next?
- Then what happens?

Independent Reading Practice

READING ANALYSIS: SEQUENCE OF EVENTS Have children work together to finish the sequence chart by answering the question *What happens last?* After they fill in the last box, ask children to use the chart to tell the sequence of events in *The Snowy Day*.

WRITING IN RESPONSE TO READING Ask children to think about what happens at the end of the story. *New snow is falling. What do you think Peter will do in the new snow?* Have children dictate or write their opinion and key details from the story that support their opinion on page 137 in their *Reader's and Writer's Journal*.

ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to make note of the sequence of events and how the characters react.

Reading Wrap-Up

SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading.

Story Sequence B

Title	
Characters	Setting
↓	
Events	1. First
↓	
2. Next	
↓	
3. Then	
↓	
4. Last	



READING OBJECTIVES

- Identify the major events in a story and the sequence in which they occur.
- Ask and answer questions about key details in a text.

Scaffolded Instruction

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to understand how to identify the sequence of events in a text,
then...use the Reading Analysis lesson in small group to help them complete the sequence of events for the selection.

SLEUTH WORK Use the Sleuth steps in Close Reading Workshop to provide more practice in close reading.

Reading Analysis

Model how to identify the events at the end of the story. Turn to pages 57 and 58–59, read the text aloud, and describe the illustrations. Point out that the words and the pictures tell you what happens last in the story. Let children help you identify the final event: *Peter and his friend go out into the snow.*

Close Reading Workshop

SLEUTH WORK Read aloud “Bear and Fox” on page 250 of this Teacher’s Guide. Then discuss the following questions with the group. You may wish to reread sections of the text to verify children’s answers.

- 1 What do Bear and Fox do together? How is the first time they do this together different from the second time? (They plant a garden together. The first time they plant corn. The second time they plant potatoes.)
- 2 Was Bear foolish to trust Fox after Fox cheated him the first time? (Possible responses: Yes, because Bear knew Fox was sneaky. No, because Bear thought he had worked things out with Fox.)

EXTENSIONS

MONITOR PROGRESS

If...children understand how to identify the sequence of events in a text, **then...**extend the Sleuth activity by having children identify the sequence of events in the story “Bear and Fox.”

Reading Analysis

Help children go through the story one paragraph at a time and answer these questions about each paragraph.

- **What is happening in this paragraph?** (Responses will vary.)
- **Is this an important event that we should include in our sequence of events?** (Responses will vary.)
- **If we are including this event, what can we write about it?** (Responses will vary.)

Write children’s responses to the last question on a graphic organizer like the one used earlier in the lesson. After children have finished identifying the sequence of events in the story, have volunteers take turns reading aloud the events on the graphic organizer, in order, to the class.

WRITING OBJECTIVES

- Storyboard events to better understand a character's experiences and feelings.
- Identify and use present tense verb forms.

Writing

Narrative Writing

Create a Storyboard

TEACH Explain that when writing a story, a writer may storyboard the events in the story. To make a storyboard, the writer draws pictures of and writes details about the events in the order in which they will happen. Readers can storyboard the events in a story they are reading to help them understand and remember the story. They use details from the story to create their storyboard.

- Who is the main character in *The Snowy Day*?
- What is the main setting in *The Snowy Day*?
- What does the main character do at the beginning of the story?

ANALYZE THE MODEL Through the discussion, help children understand that the details the writer uses to create the story are the same details they can use to create a storyboard. Display pages 32–33 and read aloud the two sentences:

One winter morning Peter woke up and looked out the window. Snow had fallen during the night.

The writer tells who the main character is and when the story takes place. He also tells what the main character does first.

Display pages 34–35 and read aloud the first sentence.

After breakfast he put on his snowsuit and ran outside.

The writer identifies the main setting of the story. He also tells what the main character does next.

Explain to children that the writer uses details about the character, setting, and plot to tell the story. Children can use these details to draw and write about the first events in the story for their storyboard.

Conventions Verbs for Now

TEACH AND MODEL Remind children that verbs are words that tell about actions. Explain that we use verbs to tell whether the actions happen now, in the past, or in the future. Verbs that tell about actions that happen now sometimes add -s or -es at the end.

I look.	He looks.
You wish.	She wishes.

Verbs for now have the ending -s or -es or no ending.

APPLY Have children use the verb *help* to complete these sentence frames: *I _____. She _____. He _____. We _____. You _____.* Remind children to add -s to *help* when the sentence begins with *She* or *He*. Have them write the first two sentences on page 135 of their *Reader's and Writer's Journal*.

Independent Writing Practice

FORMATIVE ASSESSMENT Have children storyboard the major events in *The Snowy Day* to help them understand what the character experiences and what he is feeling. Explain that children's storyboards should combine pictures with some text to show the story events in the order in which they happen. Encourage children to create a storyboard that uses pictures and words to show at least three major events. Remind children of the earlier discussion about the first events in the story.



USE TECHNOLOGY If available, have children use computers or electronic tablets to draft their writing. If they have access to a printer, have them print out their writing.

Writing Wrap-Up

Ask volunteers to share their storyboards with the class.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

VERBS Children may not be familiar with the concept of present tense verbs. Say simple sentences such as these, emphasizing the word *now*: *I watch now. Ana watches now. He smiles now. The girls smile now.* Have children say the sentences after you. Explain that all of these verbs tell about actions that happen right now. Write the sentences and point out the verbs that have the -s or -es ending.

STRATEGIC SUPPORT

VERBS For children who struggle with present tense verb forms, perform an action such as clapping. *I clap.* Point to a boy. *He claps.* Point to a girl. *She claps.* Point to the group. *We clap.* Perform another action and repeat the pronouns, this time pausing to let children say the verb forms. Emphasize the -s or -es ending on a verb.

LESSON

9

UNIT 3 • MODULE A

LESSON OBJECTIVE

Identify and describe the setting of a story.

READING OBJECTIVES

- Answer questions about key details in a text.
- Make connections between text and illustrations to tell about the setting of a story.

Read the Text

Build Understanding

INTRODUCE Have children focus on the following Enduring Understanding as you reread *The Snowy Day* and work through the lesson: *Writers understand that stories contain sequenced events and include character reactions to the events.*



First Read of the Lesson

EXPLORE THE TEXT Display the front cover of *The Snowy Day* on page 31 of the *Text Collection*. Have children identify the character and tell something they recall about him. Remind them of the Essential Questions: *Why do characters react in certain ways? How do writers use experiences to tell/write stories?*

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

READ THE TEXT Read pages 32–43 of *The Snowy Day* to children using the **Read Aloud Routine**. Have them look at the illustrations as you read. In this reading, children should focus on the settings and what the text and illustrations tell about them. Discuss the questions below with children. Have them draw their answer to the question on page 132 in their *Reader's and Writer's Journal*.

- What did you read?
- What did you learn?
- What questions do you have?

Second Read of the Lesson

CLOSE READING During guided close reading, have children focus on key details in the text and illustrations that help them identify and describe the settings. Use the following questions to lead the discussion.

- **What does Peter see when he looks out his window?** (Snow covering everything) **Key Ideas and Details**
- **How do the pictures on pages 34–37 help you understand where this part of the story takes place?** (The pictures show many tall block buildings close together, snow piled along a street, and a traffic light. These clues tell me that this part of the story probably takes place in a city.) **Integration of Knowledge and Ideas**
- **Vocabulary** Peter puts on his snowsuit. The word *snowsuit* contains two small words, *snow* and *suit*. *Snow* is frozen water that falls as white flakes. A *suit* is a set of clothes worn together. How can you use the meanings of those two small words to figure out the meaning of the word *snowsuit*? (A snowsuit is a set of clothes you wear when snow falls.)
- **Why are the pictures on pages 36–37 important to the words on those pages?** (The words describe the two kinds of tracks Peter makes. The pictures show what these tracks look like. The pictures also show what the phrases *like this* and *like that* mean.) **Integration of Knowledge and Ideas**
- **What happens when Peter smacks the tree with the stick? How does he react to this event?** (The snow on the tree falls on Peter’s head. He doesn’t seem to mind. He just keeps going through the snow.) **Key Ideas and Details**

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

VOCABULARY Help children understand what the word *tracks* means on page 38. Explain that *tracks* is a word that has more than one meaning. The tracks in the story are not railroad tracks or racecar tracks or tank tracks or album tracks; these tracks are the marks, patterns, or footprints left in the snow.

STRATEGIC SUPPORT

AUTHOR’S CRAFT Children may not understand why the word *slowly* is printed with hyphens between the letters on page 38. Explain that by spacing out the letters in the word, the author is trying to get readers to read the word in a way that matches the word’s meaning: in a slow way, or slowly.

READING OBJECTIVES

- Follow agreed-upon rules for discussions.
- Identify and describe the setting of a story.

Text-Based Vocabulary

- crunch, p. 36
- smacking, p. 41

Focused Reading Instruction

Text-Based Vocabulary

Introduce children to key text-based vocabulary from *The Snowy Day*. For each word, check children's understanding. Ask them if they *know the meaning*, *know it a little*, or *don't know it at all* and record their responses in a chart. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to draw the meanings of the words in the Lesson 9 boxes on page 134 in their *Reader's and Writer's Journal*.

Text-Based Conversation

Remind children of the rules for discussions, in particular, listening to others and taking turns speaking. Have children work in pairs to discuss the illustrations on pages 39 and 40–41. Use the **Paired Discussion Routine** and questions such as the following to help guide the discussion.

- What is the first thing that Peter does with the stick he finds? What does the picture on page 39 tell you about what he is doing?
- What is the next thing that Peter sees? What does the picture on page 40 tell you about what he is thinking?
- What is the second thing that Peter does with the stick? How does the picture on page 41 hint at what will happen next?

After the pairs have discussed the illustrations, have them talk about how the pictures are related to the words on the pages. Explain that you will now dig deeper into the text to better understand the meaning.

TEAM TALK STATE AND SUPPORT AN OPINION Use the **Team Talk Routine**. *Do you think it is a good idea to smack a snow-covered tree with a stick? Say your opinion.* (Possible responses: Yes, because it would be fun to watch the snow fall off the tree. No, because it would not be fun to have the snow fall on you.)

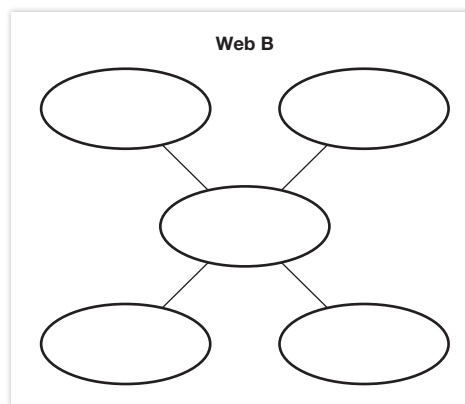


Reading Analysis Setting

Remind children that the setting of a story is the time and place of the story, or when and where the story happens. Sometimes a story has more than one setting. Readers can find details about each setting in the text and illustrations in the story.

KEY IDEAS AND DETAILS Have children look at the illustration and text on pages 32–33 to identify and describe the first setting in the story. Record children’s responses to the following questions about time and place on a word web with the word *Setting* in the center circle.

- What time of day is it?
- What season is it?
- Where is Peter?



Independent Reading Practice

READING ANALYSIS: SETTING Have children work in small groups to identify and describe the second setting of the story by answering the questions above and looking for clues in the text and illustrations beginning on page 34. Write children’s responses on another word web with *Setting* in the center circle. Use the details to describe the setting.

WRITING IN RESPONSE TO READING Have children review the illustrations on pages 32–43. Ask them to draw a picture of one of the two settings shown in these pages and to dictate or write a detail about that setting on page 138 in their *Reader’s and Writer’s Journal*.



Reading Wrap-Up

SHARE WRITTEN RESPONSES Take a few minutes to wrap up today’s reading with children. Ask volunteers to share their Writing in Response to Reading.

READING OBJECTIVES

- Identify and describe the setting of a story.
- Build fluency through oral reading.

Scaffolded Instruction

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to understand how to identify and describe the setting in a story,
then...use the Reading Analysis lesson in small group to help them complete the word web.

Reading Analysis

Display pages 34–35. Model how to answer the question *What time of day is it?* using the text and illustration. **The words say after breakfast, so I know it's still morning.** Write *morning* in one of the outer circles of the web. Continue with the other questions, working with children to find answers. Write the details on the word web. **These details tell me that this setting is outside on a snowy city street on a winter morning.**

Fluency Check To provide practice with reading fluently, have children use the Oral Reading activity. (*Reader's and Writer's Journal*, pp. 139–140)

Oral Reading

Have children revisit their *I Can Read Reader 14*. Review story words that children may need help reading, such as *the*, *to*, and *is*. Read aloud each sentence and have children repeat after you. Ask the following question and ask children to complete the following activity.

- **What does Russ get?** (A rag)
- **Put an X on uppercase M.**



EXTENSIONS

MONITOR PROGRESS

If...children understand how to identify and describe the setting in a story,
then...extend the Reading Analysis lesson by having children identify and describe the setting of a familiar story from the classroom library.

Reading Analysis

Display the illustrations in the chosen story one at a time. Ask children what the illustration tells them about the setting. Then read aloud the text on each page so that children can look for clues to the setting in the words. Have children discuss the following questions.

- What details about the setting did you find in the pictures? (Responses will vary.)
- What details about the setting did you find in the words? (Responses will vary.)
- When does the story take place? Which details support your answer? (Responses will vary.)
- Where does the story take place? Which details support your answer? (Responses will vary.)

Fluency Check To provide practice with reading fluently, have children use the Oral Reading activity. (*Reader's and Writer's Journal*, pp. 139–140)

Oral Reading

Have children revisit their *I Can Read Reader 14*. Review story words that children may need help reading, such as *the*, *to*, and *is*. Read aloud each sentence and have children repeat after you. Ask the following question and ask children to complete the following activity.

- What does Russ get? (A rag)
- Put an X on uppercase *M*.

WRITING OBJECTIVES

- Dictate or write an opinion about a story and a reason that supports the opinion.
- Identify and use past tense verb forms.

Writing

Opinion Writing

Tell an Opinion

TEACH Explain to children that sometimes when writing a story, a writer tells a character's opinion, or what the character thinks or feels about something. When writers tell a character's opinion, they often include a reason for the opinion. They tell why the character thinks or feels that way. Writers may tell about the character's opinion and reason in the words and pictures in a story.

- What is the character's opinion?
- What is a reason for the character's opinion?

ANALYZE THE MODEL Through the discussion, help children see that the author of *The Snowy Day* doesn't say directly how Peter feels about the snow. Instead the author reveals Peter's feelings by telling and showing what he does:

After breakfast he **put on his snowsuit** and **ran outside**.

The writer tells what Peter does. His actions show that Peter is eager to get out in the snow.

Then he **dragged his feet s-l-o-w-l-y** to make tracks.

The writer tells more about what Peter does. His actions show that Peter enjoys being out in the snow.

Point out that the author doesn't say why Peter is eager to get out in the snow or why he enjoys being out in the snow. Readers have to figure out the reasons on their own. Encourage children to offer possible reasons, such as Peter likes snow, he wants to wear his red snowsuit, or he has never seen so much snow before. Remind children to look closely at the words and pictures for clues. Point out that the pictures show Peter finding fun things to do in the snow.

Explain to children that writers often include characters' opinions in their stories. They may not state the opinions or the reasons that support them, but they usually give clues in the words and pictures in the stories.

Conventions Verbs for the Past

TEACH AND MODEL Remind children that verbs are words that tell about actions and that we use verbs to tell whether the actions happen now, in the past, or in the future. Verbs that tell about actions that happen in the past often have *-ed* at the end.

I looked.
Eve laughed.

It jumped.
Dogs barked.

Many verbs for the past have the ending *-ed*.

APPLY Read aloud the example sentences in the box, emphasizing the *-ed* ending in each verb. Have children repeat after you. Then have them copy one of the sentences and write their own sentence with one of the *-ed* verbs on page 136 of their *Reader's and Writer's Journal*.

Independent Writing Practice

WRITING Ask children this question: *Do you think Ezra Jack Keats, the author and illustrator of **The Snowy Day**, does a good job of describing how Peter reacts to the snow?* Have children dictate or write their opinion and support it with a reason from the words or pictures.



USE TECHNOLOGY If available, have children use computers or electronic tablets to draft their opinion. If they have access to a printer, have them print out their opinion.

Writing Wrap-Up

Ask volunteers to share their opinions and reasons with the class.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

VERBS Children may not be familiar with the concept of past tense verbs. Say simple sentences such as these, emphasizing the word *Yesterday*: *We talked yesterday. Dan talked yesterday. She worked yesterday. Men worked yesterday.* Explain that all the verbs tell about actions that happened before now, or in the past. Write the sentences and point out the *-ed* ending in each verb.

STRATEGIC SUPPORT

VERBS For children who struggle with past tense verb forms, write simple sentences leaving blanks at the end of the verbs, for example, *Marta ask__ me.* Have volunteers add *-ed* to the verbs. Read the sentences and have children repeat, listening closely to the verbs.

LESSON 10

UNIT 3 • MODULE A

LESSON OBJECTIVE

Describe the relationship between illustrations and the story in which they appear.

READING OBJECTIVES

- Answer questions about key details in a text.
- Engage in group reading activities.

Read the Text

Build Understanding

INTRODUCE Have children focus on the following Enduring Understanding as you reread *The Snowy Day* and work through the lesson: *Readers understand that characters have different experiences in texts and react in different ways.*



First Read of the Lesson

EXPLORE THE TEXT Display the front cover of *The Snowy Day* on page 31 of the *Text Collection* and have children recall the character, settings, and events through page 43. Remind children of the Essential Questions: *Why do characters react in certain ways? How do writers use experiences to tell/write stories?*

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

READ THE TEXT Read pages 44–50 of *The Snowy Day* to children using the **Read Aloud Routine**. Have them look at the illustrations as you read. In this reading, children should focus on how the illustrations help them understand what is happening in the story. Discuss the questions below with children. Have them draw their answer to the question on page 132 in their *Reader's and Writer's Journal*.

- What did you read?
- What did you learn?
- What questions do you have?

Second Read of the Lesson

CLOSE READING During guided close reading, have children focus on key details in the text and illustrations that help them follow and understand the events. Use the following questions to lead the discussion.

- **Why doesn't Peter join the big boys in their snowball fight?** (He knows he isn't old enough to do that yet.) **Key Ideas and Details**
- **How does the picture on pages 44–45 support Peter's decision about the snowball fight?** (The picture shows Peter having been hit by a snowball and sitting down in the snow as other snowballs fly by him.) **Integration of Knowledge and Ideas**
- **What does Peter make in the snow?** (He makes a snowman. He makes snow angels.) **Key Ideas and Details**
- **Vocabulary** Peter pretends to be a mountain-climber. A mountain-climber is someone who climbs a mountain. What clues in the words and picture on pages 48–49 help you understand what a mountain-climber does? (The words say Peter climbs up a tall mountain of snow. The picture shows Peter climbing up to the top of a huge pile of snow.)
- **How do the big boys and Peter react differently to the snow?** (The big boys use the snow to make snowballs and have a fight. They play together in the snow. Peter makes things and pretends. He plays alone in the snow.) **Key Ideas and Details**

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

VOCABULARY Help children understand what the word *packed* means on page 50. Explain that when we *pack* a suitcase, we put things into the suitcase, but when Peter *packs* the snow, he presses it together tightly. Point out that *pack* is a word that has more than one meaning.

STRATEGIC SUPPORT

KEY DETAILS Children may not understand what snow angels are. Have children look at the illustration on page 47. Explain that if you lie on your back in the snow and move your arms up and down and your legs in and out, you make a shape with a head, wings, and a long gown. This shape looked like what people thought an angel looked like, so they called it a snow angel.

READING OBJECTIVES

- Follow agreed-upon rules for discussions.
- Tell how illustrations are related to the story in which they appear.

Text-Based Vocabulary

- heaping, p. 48
- handful, p. 50



Focused Reading Instruction

Text-Based Vocabulary

Introduce children to key text-based vocabulary from *The Snowy Day*. For each word, check children's understanding. Ask them if they *know the meaning*, *know it a little*, or *don't know it at all* and record their responses in a chart. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to draw the meanings of the words in the Lesson 10 boxes on page 134 in their *Reader's and Writer's Journal*.

Text-Based Conversation

Remind children of the rules for discussions, in particular, listening to others and taking turns speaking. Have children work in pairs to discuss the illustrations on pages 44–50. Use the **Paired Discussion Routine** to help guide the discussion.

You may wish to provide a model through a think aloud, such as the following: *When I look at the picture of Peter sliding down the mountain of snow on page 49, I can tell he is having a good time. His arms are up, and he doesn't look scared at all even though the snow mountain is very tall and he is sliding very quickly.*

After the pairs have discussed the illustrations, have them talk about how the pictures provide details about the main character and the plot. Explain that you will now dig deeper into the text to better understand the meaning.

TEAM TALK STATE AND SUPPORT AN OPINION Use the **Team Talk Routine**. *Would you put a snowball in your pocket? Say your opinion.* (Possible responses: Yes, because like Peter, I would want to keep some snow for another day. No, because I know the snowball would make a mess in my pocket.)

Explain that a writer uses details to tell about the characters, settings, and events in a story. The writer provides these details in both the words and the pictures in the story. The picture on a page supports the words on the page by showing what the words are telling.

INTEGRATION OF KNOWLEDGE AND

IDEAS Display pages 44–45 of *The Snowy Day*. Use the following questions to help children describe the relationship between the text and the illustration on the spread. Record children’s responses on a three-column chart with the headings *Words*, *Picture*, and *Relationship*. Repeat with pages 46–47.

- What do the words say?
- What does the picture show?
- How does the picture go with the words?

Three-Column Chart

Independent Reading Practice

READING ANALYSIS: RELATE ILLUSTRATIONS TO STORY Have children work together to answer the above questions about the text and illustrations on pages 48–49 and 50 of *The Snowy Day*. Write their ideas in the appropriate columns of the chart.

WRITING IN RESPONSE TO READING Ask children to recall what Peter does while he is out in the snow. If necessary, review the illustrations on pages 44–50. Have children dictate or write a list of the things that Peter does on page 138 in their *Reader’s and Writer’s Journal*.



Reading Wrap-Up

SHARE WRITTEN RESPONSES Take a few minutes to wrap up today’s reading with children. Ask volunteers to share their Writing in Response to Reading.

READING OBJECTIVES

- Tell how illustrations are related to the story in which they appear.
- Ask and answer questions about key details in a text.

Scaffolded Instruction

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to understand the relationship between illustrations and the story in which they appear,
then...use the Reading Analysis lesson in small group to help them answer the questions and complete the chart.

If...children need extra support to understand the story,
then...use the Close Reading Workshop in small group to provide scaffolded support.

Reading Analysis

Display pages 48–49. Model how to answer the question *What do the words say?* by summarizing the text. **Peter climbs up a mountain of snow and slides down.** Write your response in the first column of the chart. Continue with the other questions, encouraging children to offer their ideas. Keep the focus on the connections between the text and the illustrations.

Close Reading Workshop

Revisit *The Snowy Day* Read page 50 of *The Snowy Day* aloud. Then discuss the following questions with the group. Have children use evidence from the words and picture to support their answers.

- 1 What details can you find about the last thing Peter does before he goes into his house? (He picks up snow. He makes a snowball. He puts it in his pocket.)
- 2 Do you think it is important that Peter makes a snowball to take with him? Use details from the words and picture to support your opinion. (Possible response: Yes, because it shows that Peter really enjoyed the snowy day.)
- 3 Think of one question about this part of the story to ask a partner. Remember that you can use the words and picture in the story to help find the answer.

EXTENSIONS

MONITOR PROGRESS

If...children understand the relationship between illustrations and the story in which they appear,
then...extend the Reading Analysis lesson by having children describe how the text and illustrations on other pages in *The Snowy Day* are related.

Reading Analysis

Have pairs of children review pages 32–43 of *The Snowy Day* and choose one spread to describe. Ask partners to discuss the relationship between the words and the picture on those two pages. Have children consider the following questions in their discussion.

- What do the words say? How can we summarize them in a sentence or two? (Responses will vary.)
- What does the picture show? How can we describe it in a sentence or two? (Responses will vary.)
- How does the picture support the words? How does the picture show what the words are telling? (Responses will vary.)

After they have concluded their discussion, ask children to share their ideas with the class.

WRITING OBJECTIVES

- Revise sentences by adding details.
- Identify and use future tense verb forms.

Writing

Narrative Writing

Revise to Add Details

TEACH Explain to children that writers use details to tell about the characters, settings, and events in their stories. When writers revise, they often add more details. Writers want their characters, settings, and events to be clear and interesting to readers.

- What details does the writer give about Peter's thoughts on page 45?
- What details does the writer give about Peter's thoughts on page 48?
- Why do you think the writer added these details to the story?

ANALYZE THE MODEL Through the discussion, help children understand that the writer uses details to tell more about the character, including what the character is thinking.

On page 45, the writer could have said, "He didn't join the big boys in their snowball fight." How do the details that the writer added make a difference?

He thought it would be fun to join the big boys in their snowball fight, but he knew he wasn't old enough—not yet.

The writer adds details about what Peter is thinking. They tell us what he thinks of the snowball fight and why he doesn't join in.

On page 48, the writer could have left out the following sentence about Peter. Why do you think the writer included this detail?

He pretended he was a mountain-climber.

The writer adds a detail about what Peter is thinking. It tells us that Peter likes to use his imagination when he plays.

Explain to children that writers use details to tell about the characters, settings, and events in their stories. When they revise their stories, writers often add details to tell more.

Conventions Verbs for the Future

TEACH AND MODEL Remind children that verbs are words that tell about actions and that we use verbs to tell whether the actions happen now, in the past, or in the future. Verbs that tell about actions that will happen in the future have the word *will* in front of them.

I **will** come. They **will** ride.
Sam **will** call. Emma **will** write.

Verbs for the future
have the word *will*.

APPLY Read aloud the example sentences in the box, emphasizing the word *will* in each verb phrase. Have children repeat after you. Then have them copy one of the sentences and write their own sentence with a future tense verb on page 136 of their *Reader's and Writer's Journal*.

Independent Writing Practice

WRITING Ask children to dictate or write sentences about an event that happened in school today. Then have small groups of children work together to think of details they can add to their sentences. Have children revise their sentences by adding details to strengthen and clarify their writing.



USE TECHNOLOGY If available, have children use computers or electronic tablets to draft their sentences. If they have access to a printer, have them print out their sentences.

Writing Wrap-Up

Ask volunteers to share their revised sentences with the class.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

VERBS Children may not be familiar with the concept of future tense verbs. Say simple sentences such as these, emphasizing the words *will* and *tomorrow*: *We will leave tomorrow. The girls will help tomorrow. I will clean tomorrow.* Explain that all the verbs tell about actions that have not happened yet but will happen in the future. Write the sentences and point out the word *will* and the verb in each.

STRATEGIC SUPPORT

VERBS For children who struggle with future tense verb forms, write simple sentences leaving blanks before the verbs, for example, *Clint ____ go home.* Have volunteers add *will* in the blanks. Read the sentences and have children repeat, listening closely to the verb phrases.

LESSON OBJECTIVE

Identify and describe the characters in a story.

READING OBJECTIVES

- Answer questions about key details in a story's ending sequence.
- Engage in group reading activities.

Read the Text

Build Understanding

INTRODUCE Have children focus on the following Enduring Understanding as you reread *The Snowy Day* and work through the lesson: *Readers understand that characters have different experiences in texts and react in different ways.*



First Read of the Lesson

EXPLORE THE TEXT Display the front cover of *The Snowy Day* on page 31 of the *Text Collection* and have children recall the characters, settings, and events through page 50. Remind children of the Essential Questions: *Why do characters react in certain ways? How do writers use experiences to tell/write stories?*

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

READ THE TEXT Read pages 51–59 of *The Snowy Day* to children using the **Read Aloud Routine**. Have them look at the illustrations as you read. In this reading, children should focus on what happens at the end of the story. Discuss the questions below with children. Have them draw their answer to the question on page 141 in their *Reader's and Writer's Journal*.

- What did you read?
- What did you learn?
- What questions do you have?

Second Read of the Lesson

CLOSE READING During guided close reading, have children focus on key details about the character, setting, and events. Use the following questions to lead the discussion.

- **Why does Peter think and think and think about his adventures?** He enjoyed his adventures in the snow a lot, so he also enjoys thinking about his adventures a lot.) **Key Ideas and Details**
- **What happens to the snowball in Peter's pocket? How do you know?** (It melts. Possible responses: I know that snow melts when it gets warm. Peter dreams about the sun melting all the snow away.) **Key Ideas and Details**
- **How does the picture on page 57 help you understand how Peter feels when he sees more snow falling?** (The picture shows Peter looking out the window at the snow and smiling. This tells me that he is happy.) **Integration of Knowledge and Ideas**
- **Peter and his friend go out into the deep, deep snow. Deep means "going a long way down from the top." What clues in the words and picture help you understand that the snow is deep?** (The author repeats the word deep to emphasize how deep the snow is. The picture shows very tall piles of snow, which means there is a lot of snow from the top down.) **Craft and Structure**
- **How does Peter react to the snowball's disappearance from his pocket? Why does he react that way?** (Peter feels very sad. He made the snowball to remind him of his adventures on this snowy day. He also hoped to have snow to enjoy the next day.) **Key Ideas and Details**

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

VOCABULARY Help children understand the word *slept* on page 50. Explain that *slept* is the past tense form of the verb *sleep*. Remind children that verbs for the past tell about actions that have already happened. Say these sentences and have children repeat them: *He sleeps tonight. He slept last night. He will sleep tomorrow night.*

STRATEGIC SUPPORT

AUTHOR'S CRAFT Children may not understand why the author repeats the word *thought* on page 52. Explain that the author wants readers to understand that Peter thinks about his adventures from the time he gets home until the time he goes to bed; he doesn't think about anything else. One way to tell readers that is to repeat the verb *thought* several times: "And he thought and thought and thought about them."

READING OBJECTIVES

- Continue a conversation through multiple exchanges.
- Identify key details about a character in a story.

Text-Based Vocabulary

- adventures, p. 51
- melted, p. 56



Focused Reading Instruction

Text-Based Vocabulary

Introduce children to key text-based vocabulary from *The Snowy Day*. For each word, check children's understanding. Ask them if they *know the meaning*, *know it a little*, or *don't know it at all* and record their responses in a chart. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to draw the meanings of the words in the Lesson 11 boxes on page 143 in their *Reader's and Writer's Journal*.

Text-Based Conversation

Remind children that when they have a discussion or conversation with other people, they should listen and respond to what the others say. Have small groups go back to the text and illustrations to identify and describe the characters and events in this part of *The Snowy Day*. **Use the Small Group Discussion Routine** to guide the discussion.

You may wish to provide a model through a think aloud, such as the following: *I see Peter's mother in the picture on page 51. She is taking off his socks. The words say that he is telling her about his adventures. I can tell that she is listening to what he is saying because she is looking right at him.*

Make sure children continue their discussion through multiple exchanges. After the small groups have discussed the characters and events, have children talk about how knowing this information helps them understand the story. Explain that you will now dig deeper into the text to better understand the meaning.

TEAM TALK STATE AND SUPPORT AN OPINION Use the **Team Talk Routine**. *Do you think Peter will have an even better day during his second day out in the snow? Say your opinion.* (Possible responses: Yes, because this time he will be sharing his adventures with a friend. No, because he will be doing the same things he did on the first day.)

Reading Analysis Character

Remind children that characters are the people or animals in a story. Characters are who or what the story is about. Writers tell what the characters look like, what they say and do, and how they feel. Writers give these details in both the words and the pictures in the story.

KEY IDEAS AND DETAILS Display a four-column chart with the headings *Looks Like*, *Says*, *Does*, and *Feels*. Use the following questions to help children identify details about Peter on pages 51–59 of *The Snowy Day*. Write their ideas in the appropriate columns.

- What does Peter look like?
- What does Peter say?

Independent Reading Practice

READING ANALYSIS: CHARACTER Have children work together to continue to identify details about Peter using these questions: *What does Peter do? How does Peter feel?* Write their ideas in the appropriate columns of the chart.

WRITING IN RESPONSE TO READING Review with children what Peter does on pages 51–59 of *The Snowy Day*. *Peter looks for the snowball he put in his pocket. What has happened to the snowball?* Have children draw, dictate, or write their answer to this question on page 147 in their *Reader's and Writer's Journal*.



ACCOUNTABLE INDEPENDENT READING As children read texts independently, ask them to notice the different ways characters react to experiences in the text.

Reading Wrap-Up

SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading.

READING OBJECTIVES

- Identify key details about a character in a story.
- Ask and answer questions about key details in a text.

Scaffolded Instruction

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to identify key details about a character in a story, **then...**use the Reading Analysis lesson in small group to help them identify details in the text and illustrations.

If...children need extra support to understand the story, **then...**use the Close Reading Workshop in small group to provide scaffolded support.

Reading Analysis

Model how to identify details about Peter's actions or feelings in the last part of the story. Display page 50 and note that Peter talks to his mother. Display pages 52–53 and note that Peter takes a bath. Record the details on the chart. Display other spreads and have children identify details in the words and pictures that tell about what Peter does and how he feels.

Close Reading Workshop

Revisit *The Snowy Day* Read pages 56–57 of *The Snowy Day*. Then discuss the following questions with the group. Have children use evidence from the words and picture to support their answers.

- 1 What details can you find about how Peter's feelings change? When he goes to bed, Peter is sad. When he wakes up, he is happy.)
- 2 Peter dreams that the sun melts all the snow. Do you think this is a good dream or a bad dream for Peter? Use details from the words and picture to support your opinion. (Possible response: I think this is a bad dream. Peter wants the snow to stay, so a dream about the snow melting is a bad dream for him.)
- 3 Think of one question about this part of the story to ask a partner. Remember that you can use the words and picture in the story to help find the answer.

EXTENSIONS

MONITOR PROGRESS

If...children understand how to identify and describe key details about characters in a story,
then...extend the Reading Analysis lesson by having children identify details about the main character in a favorite story on their own.

Reading Analysis

Give each child a four-column chart with the headings *Looks Like*, *Says*, *Does*, and *Feels*. Read the headings aloud. Ask children to draw, dictate, or write details about the main character in their chosen story in each column. Remind children that they are looking for details that answer these questions.

- What does the main character look like? (Responses will vary.)
- What does the main character say? (Responses will vary.)
- What does the main character do? (Responses will vary.)
- How does the main character feel? (Responses will vary.)

WRITING OBJECTIVES

- Dictate or write a reaction to an event.
- Write letters for sounds to spell simple words.

Writing

Narrative Writing

Tell a Reaction

TEACH Remind children that when writing a story, a writer tells about characters and events. Often the writer shows how a character reacts to a particular event by telling what the character does or says or how the character feels after the event happens.

- What does Peter do just before he gets into bed? What does he find out?
- How does Peter react to this event?

ANALYZE THE MODEL Through the discussion, help children understand that the writer tells how Peter reacts to what he finds out by telling how he feels.

Before he got into bed he looked in his pocket. His pocket was empty. The snowball wasn't there.

The writer tells the event that Peter will react to. Peter finds out that the snowball he put in his pocket is gone.

He felt very sad.

The writer tells how this event makes Peter feel. Peter feels very sad because the snowball is gone.

Explain to children that the writer uses a character's feelings to show the character's reaction to an event in the story. The writer could also have used words (for example, "Oh, no! It's gone!") or actions (for example, looking in other places or crying) to show how the character reacts.

TEACH AND MODEL Remind children that when they spell a word, they should listen to the sounds in the word and write the letter for each sound they hear. Say the word *get*. Have children repeat the word after you. Then segment the sounds in the word as you write *g*, *e*, *t* on the board. Point to each letter as you spell the word aloud. Have children copy the word on the first line on page 145 of their *Reader's and Writer's Journal*.

APPLY Have children listen as you say the word *pen*. Then segment the sounds as you say the word again. Have children write the letter for each sound they hear on the second line in their *Reader's and Writer's Journal*. Repeat the process with the word *hot*. Then have partners check each other's spelling.

Independent Writing Practice

WRITING Have children recall how Peter reacts when he wakes up the next morning and sees more snow outside. Then have children dictate or write how they would feel if they woke up and saw snow. Remind them that they can show their reaction to this event by telling what they do or say or how they feel. Encourage children to use feeling words, such as *excited*, *surprised*, or *bored*.

USE TECHNOLOGY If available, have children use computers or electronic tablets to draft their reaction. If they have access to a printer, have them print out their reaction.

Writing Wrap-Up

Ask volunteers to share their written reactions with the class.



ENGLISH LANGUAGE LEARNERS

LETTERS AND SOUNDS If children are not familiar with using letter-sound relationships to spell words, say the words *get*, *pen*, and *hot* many times without writing them. Have children listen to and practice identifying the sounds in the words before moving on to the letters that stand for those sounds.

STRATEGIC SUPPORT

LETTERS AND SOUNDS For children who struggle with spelling these words, say other words with the same sounds (*not*, *hen*, *top*, *peg*) and write them next to *get*, *pen*, and *hot*. Have children say them so they can compare the sounds and see that the same letter stands for the same sound.

LESSON OBJECTIVE

Compare and contrast the adventures and experiences of characters in familiar stories.

READING OBJECTIVES

- Reread to compare and contrast texts.
- Engage in group reading activities.

Read the Text

Build Understanding

INTRODUCE Have children focus on the following Enduring Understanding as you reread to compare and contrast the texts from Unit 3, Module A: *Readers understand that characters have different experiences in texts and react in different ways.*



First Read of the Lesson

EXPLORE THE TEXT Display the front cover of *Come On, Rain!* on page 5 of the *Text Collection*. Ask volunteers to share something they recall about the story. Then display the front cover of *The Snowy Day* on page 31. Ask volunteers to share something they recall about this story. Remind children of the Essential Questions: *Why do characters react in certain ways? How do writers use experiences to tell/write stories?*

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

READ THE TEXT Reread *Come On, Rain!* and *The Snowy Day* to children using the **Read Aloud Routine**. Have them look at the illustrations as you read. In this reading, children should focus on how the characters, settings, and plots of the stories are similar and different. Discuss the questions below with children. Have them draw their answer to the question on page 141 in their *Reader's and Writer's Journal*.

- What did you read?
- What did you learn?
- What questions do you have?

Second Read of the Lesson

CLOSE READING During guided close reading, have children focus on the adventures and experiences of the characters in the two stories. Use the following questions to lead the discussion.

- **What does Peter do on the snowy day?** (He goes outside. He makes tracks, a snowman, and angels in the snow. He smacks a tree with a stick. He makes a snowball.) **Key Ideas and Details**
- **What is the most important event for Tessie and the other characters in *Come On, Rain!*?** (It rains after a long time of very hot, dry weather.) **Key Ideas and Details**
- **Vocabulary** Tessie says she and Mamma feel “fresh as dew” after they get soaked in the rain. *Dew* is the moisture we see on surfaces in the early morning. We think of dew as fresh or refreshing. **Why do Tessie and Mamma feel fresh as dew?** (The heat had made them feel sweaty and unhappy, but the rain has made them feel clean and happy.)
- **Vocabulary** Listen closely to this phrase: “turning toward the first sweet rays of the sun.” These *rays* are the beams of light that come from the sun. If Tessie and Mamma can see rays from the sun, **what does that tell you about the weather?** (The rain has stopped and the sun is coming out again.)
- **How are Tessie and Peter alike?** (Possible responses: They are both children. They both live in cities. They both pay attention to the weather. They both spend a lot of time outdoors. They both have mothers and friends.) **Integration of Knowledge and Ideas**
- **How is Tessie’s reaction to the weather at the beginning of *Come On, Rain!* different from Peter’s reaction to the weather at the beginning of *The Snowy Day*?** (Tessie doesn’t like the hot, dry weather. She wishes it would go away. Peter likes the cold, snowy weather. He wishes it would go on.) **Integration of Knowledge and Ideas**

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

VOCABULARY Help children understand the word *pretended* on page 48. Explain *pretend* means “to make believe or imagine.” Ask children to tell about times when they have pretended to be someone or something other than themselves, as Peter does when he pretends to be a mountain-climber.

STRATEGIC SUPPORT

VOCABULARY Children may not understand the phrase *the clouds burst* on page 20. Explain that the phrase means that the clouds broke open suddenly. However, clouds do not, in fact, do that. When the drops of water in clouds become so big and heavy that they can’t stay up in the clouds, the drops of water fall from the clouds as rain.

READING OBJECTIVES

- Participate in conversations with diverse partners.
- Compare and contrast characters' adventures and experiences.

Text-Based Vocabulary

- rumbles, p. 8
- streaming, p. 23
- racket, p. 24
- romping, p. 28
- firm, p. 50



Focused Reading Instruction

Text-Based Vocabulary

Introduce children to key text-based vocabulary from *Come On, Rain!* and *The Snowy Day*. For each word, check children's understanding. Ask them if they *know the meaning*, *know it a little*, or *don't know it at all* and record their responses in a chart. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to draw the meanings of the words in the Lesson 12 boxes on pages 143–144 in their *Reader's and Writer's Journal*.

Text-Based Conversation

Have children work in small groups to discuss the characters, settings, and events in *Come On, Rain!* and *The Snowy Day*. Use the **Small Group Discussion Routine** to help guide the conversations in the groups.

You may wish to provide a model through a think aloud, such as the following: *In Come On, Rain! Tessie is the first to notice that rain is coming. She has a plan for enjoying the rain.*

After the groups have discussed the story elements in both books, have them talk about why characters react to events in different ways. Explain that you will now dig deeper into the text to better understand the meaning.

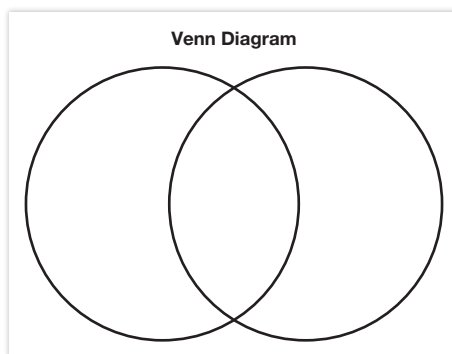
TEAM TALK STATE AND SUPPORT AN OPINION Use the **Team Talk Routine**. *Which book did you enjoy more? Why did you enjoy it? Say your opinion. Use details from the book to explain why you liked the book.* (Possible response: I liked *Come On, Rain!* It has many vivid words, such as *crackling-dry*, *shimmies*, and *moisty*.)

Reading Analysis Compare and Contrast

Remind children that characters are the people or animals in a story. The story tells about the adventures and experiences that the characters have. After you read two stories, you can tell how the characters and their adventures and experiences in both stories are alike and different.

INTEGRATION OF KNOWLEDGE

AND IDEAS Display a Venn diagram with *Tessie* above the left circle, *Peter* above the right circle, and *Both* above the circles' intersection. Explain that children can use the Venn diagram to compare (tell how things are alike) and contrast (tell how things are different). Use the following questions to help them identify details about the characters' adventures and experiences.



- Why do the characters want to be outside?
- What does Tessie do outside? What does Peter do outside?
- What do Tessie and Peter do at the end?

Independent Reading Practice

READING ANALYSIS: COMPARE AND CONTRAST Have children use the completed Venn diagram to talk about how the characters' adventures and experiences are alike and different.

WRITING IN RESPONSE TO READING Have children think about Tessie's and Peter's experiences with two different kinds of weather. *Which character's experiences did you like better? Why? Use details from the stories to support your opinion.* Have children dictate or write their opinion and a supporting detail on page 147 in their *Reader's and Writer's Journal*.



Reading Wrap-Up

SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading.

READING OBJECTIVES

- Compare and contrast characters' adventures and experiences.
- Build fluency through oral reading.

Scaffolded Instruction

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to compare and contrast characters' experiences, **then...**use the Reading Analysis lesson in small group to help them complete the Venn diagram.

Reading Analysis

Review the information on the Venn diagram. Model how to use it to compare and contrast the characters' adventures and experiences. For example, point to the circles' intersection and explain that Tessie and Peter want to be outside to enjoy the weather. That is one way their experiences are alike. Point to the circles and explain that Tessie dances in the rain while Peter makes tracks in the snow. That is one way their experiences are different. Help children think of other ways in which Tessie's and Peter's actions are alike and different.

Fluency Check To provide practice with reading fluently, have children use the Oral Reading activity. (*Reader's and Writer's Journal*, pages 149–150)

Oral Reading

Distribute *I Can Read Reader 15* from the *Reader's and Writer's Journal* to children. Ask them to point to the title of the story, "Dad Will Fix It." Review the irregularly spelled words, *has*, *the*, *is*, *do*, and *you*. [Let's read this story together. Follow along as I read.](#) Then have them read the story again with you. Ask the following questions and ask children to complete the following activities.

- [Why is Kit sad? \(Her doll has a dot on it.\)](#)
- [How does Dad fix the doll? \(He dabs the dot with a rag. He dips the doll in a tub.\)](#)
- [Why is Kit glad? \(The dot is gone. Dad fixed her doll.\)](#)
- [Circle the names of the characters.](#)
- [Put an X on each feeling word.](#)



MONITOR PROGRESS

If...children can compare and contrast characters' experiences, **then...**extend the Reading Analysis lesson by having children compare and contrast the characters on their own using a Venn diagram.

Reading Analysis

Give each child a Venn diagram with *Tessie* above the left circle, *Peter* above the right circle, and *Both* above the circles' intersection. Read the labels aloud. Ask children to draw, dictate, or write details about the two main characters. Remind children that details Tessie and Peter have in common (for example, they are both children) go in the section where the circles overlap. Details that are only about Tessie (for example, she is a girl) go in the left circle, and details that are only about Peter (for example, he is a boy) go in the right circle. If necessary, tell children to look for details that answer questions about Tessie and Peter.

- **What do they look like?** (Responses will vary.)
- **Where do they live?** (Responses will vary.)
- **Where do they like to play?** (Responses will vary.)
- **What are they wearing?** (Responses will vary.)
- **Whom do they know?** (Responses will vary.)

Fluency Check To provide practice with reading fluently, have children use the Oral Reading activity on p. 102.

WRITING OBJECTIVES

- Draw and dictate or write to give details about the weather.
- Print short sentences using knowledge of uppercase and lowercase letters.

Writing

Narrative Writing

Describe the Weather

TEACH Remind children that the author and the illustrator of a story use details to tell about the characters, settings, and events. The author uses words to give details; the illustrator uses pictures to give details.

- What details does the author give about the weather at the beginning of *Come On, Rain!*?
- What details does the author give about the weather at the beginning of *The Snowy Day*?
- What details do the illustrations show about the weather at the beginning of each story?

ANALYZE THE MODEL Through the discussion, help children see how the author of *Come On, Rain!* describes the weather at the beginning of the story:

“Three weeks and not a drop,” she says, sagging over her parched plants.
Up and down the block, cats pant, heat wavers off tar patches in the broiling alleyway.

The writer uses these details to tell readers how dry and hot the weather is

Help children see how the author of *The Snowy Day* describes the weather at the beginning of the story.

Snow had fallen during the night. It covered everything as far as he could see.

The writer uses these details to tell readers how snowy the weather is.

Display illustrations at the beginning of both books that show details about the weather. Have children talk about the details they find in the pictures. Explain to children that writers and illustrators give details that describe the characters, settings, and events in stories.

Conventions Print Short Sentences

TEACH AND MODEL Write these short sentences on the board: *Tessie sees clouds. Will rain come? Look at the snow! Peter makes tracks.* Remind children that we print uppercase and lowercase letters to write words and that we use words to make sentences.

APPLY Have children copy the sentences onto page 145 of their *Reader's and Writer's Journal*. Remind them to use proper spacing between the letters of a word and between the words in a sentence. Check to see that they print uppercase letters at the beginning and put appropriate punctuation at the end.

Independent Writing Practice

WRITING Have children draw pictures of the weather yesterday and today in the boxes on page 148 of their *Reader's and Writer's Journal*. Have children tell how the weather changed and then dictate or write about their reaction to the change in the weather.

USE TECHNOLOGY If available, have children use computers or electronic tablets to draft their reaction. If they have access to a printer, have them print out their writing.

Writing Wrap-Up

Ask volunteers to share their pictures and writing with the class. Have children identify details about the weather in their classmates' work.



WHOLE GROUP

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

SENTENCES Children may not be familiar with the conventions of sentence writing. Explain that a sentence always begins with an uppercase letter and ends with a period, an exclamation mark, or a question mark. Ask volunteers to point to and identify the initial uppercase letter and the end punctuation mark in each example sentence.

STRATEGIC SUPPORT

PRINTING SENTENCES For children who struggle with printing short sentences, have them print first uppercase and lowercase letters, then single words, and finally two-word sentences such as *She runs. He walks.* Then have children move on to the longer example sentences.

LESSON OBJECTIVE

Ask and answer questions about unknown words in a story.

READING OBJECTIVES

- Answer questions about key details in a text.
- Engage in group reading activities.

Read the Text

Build Understanding

INTRODUCE Have children focus on the following Enduring Understanding as you review *Come On, Rain!* and *The Snowy Day*: *Learners understand that we can use observations and ask questions to predict change.*



First Read of the Lesson

EXPLORE THE TEXT Display the front cover of *Come On, Rain!* on page 5 and the front cover of *The Snowy Day* on page 31 of the *Text Collection*. Ask children how they know that each is a story. Make sure children mention characters, settings, and sequences of events, or plots. Then remind children of the Essential Questions: *Why do characters react in certain ways? How do writers use experiences to tell/write stories?*

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

READ THE TEXT Take a picture walk through *Come On, Rain!* and *The Snowy Day*. Display each illustration one at a time and have children use the illustration to retell that part of the story. Discuss the questions below with children. Have them draw their answer to the question on page 142 in their *Reader's and Writer's Journal*.

- What did you read?
- What did you learn?
- What questions do you have?

Second Read of the Lesson

CLOSE READING Read pages 8–9 of *Come On, Rain!* Use the following questions to lead the discussion.

- **Why does Tessie want to put on her bathing suit?** (Because the weather is so hot and she is so hot and she thinks she would be cooler in a bathing suit than in her clothes). **Key Ideas and Details**
- **Listen closely to this phrase: “not a peep from my pal Jackie-Joyce.” Here, *peep* means “a sound or a word.” What is Tessie saying about Jackie-Joyce?** (That Jackie-Joyce has not said a word to Tessie.) **Craft and Structure**
- **Why does Tessie feel hope when she sees clouds way off in the distance?** (The city needs rain, and she knows that clouds mean rain is coming.) **Key Ideas and Details**

Reread pages 39–42 of *The Snowy Day*. Use the following questions to lead the discussion.

- **What has Peter been doing in the snow?** (Making different kinds of tracks) **Key Ideas and Details**
- Display page 40 and read the sentence: “It was a stick.” **If you didn’t know what the word *stick* meant, how could you use the picture to help you figure out the meaning?** (The picture shows Peter holding a long, thin, brown object in his hand. He didn’t have it before, so I know that he must be holding what he found in the snow—a stick.) **Craft and Structure**
- **What does Peter do to the snow-covered tree?** (He smacks it with the stick.) **What happens next?** (The snow on the tree falls on his head.) **Key Ideas and Details**

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

VOCABULARY Help children understand what Mamma means when she says, “Absolutely not” on page 8 of *Come On, Rain!* Explain that Mamma could have said “No” to Tessie’s request. *Absolutely not* means the same thing as *no*, but it is a stronger *no*. Mamma wants Tessie to understand that she really means *NO*.

STRATEGIC SUPPORT

SIMILES Children may have difficulty understanding the simile “I am sizzling like a hot potato” on page 8 of *Come On, Rain!* Explain that Tessie is comparing how hot she feels to how hot a potato is when it is sizzling, or making hissing sounds as it cooks in an oven or on a fire. Help children make up other “hot” similes using the word *sizzling*.

READING OBJECTIVES

- Continue a conversation through multiple exchanges.
- Ask and answer questions about unknown words.

Text-Based Vocabulary

- bunched, p. 9
- bulging, p. 9
- descends, p. 20
- sparkles, p. 27
- trace, p. 30



Focused Reading Instruction

Text-Based Vocabulary

Introduce children to key text-based vocabulary from *Come On, Rain!* and *The Snowy Day*. For each word, check children's understanding. Ask them if they *know the meaning*, *know it a little*, or *don't know it at all* and record their responses in a chart. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to draw the meanings of the words in the Lesson 13 boxes on page 144 in their *Reader's and Writer's Journal*.

Text-Based Conversation

Remind children that when they have a discussion or conversation with other people, they should listen and respond to what the others say. As a class, discuss how people can use observations and ask questions to predict changes. Use the **Whole Class Discussion Routine** and the following questions to help guide the discussion.

- How does Tessie use observations when she looks out over the rooftops?
- What questions could she ask about what she sees?
- What change does Tessie predict?
- How could Peter have used observations before he smacked the tree?
- What questions could he have asked about what might happen?
- What change could he have predicted?

Make sure children continue their discussion through multiple exchanges. After the whole group has discussed the questions, have children talk about how they have used observations and questions to make predictions. Explain that you will now dig deeper into the text to better understand the meaning.

TEAM TALK STATE AND SUPPORT AN OPINION Use the **Team Talk Routine**. *Do you think Tessie and Peter agree about what the best weather is? Say your opinion.* (Possible responses: Yes, because they both think that the best weather is weather that you can go outside in to enjoy. No, because Tessie thinks the best weather is rainy and Peter thinks the best weather is snowy.)

Explain when they read, children will often come across words they do not know. Many times readers can ask and answer questions about the context—the words and sentences around the word—and about the illustrations to help them figure out the meaning of an unknown word.

UNKNOWN WORDS Have children answer the following questions to help them find clues to the meanings of the word *sagging* on page 7 and the word *stuffy* on page 11 of *Come On, Rain!* Record children's ideas on a four-column chart under the headings *Unknown Word*, *Word Clues*, *Picture Clues*, and *Meaning*.

Four-Column Chart

- How can you use the other words on the page to help you?
- How can you use the picture on the page to help you?
- What meaning can you figure out using the word and picture clues?

Independent Reading Practice

LANGUAGE ANALYSIS: FIND OUT ABOUT UNKNOWN WORDS Have children work together to ask and answer questions about the meaning of the word *slid* on page 49 of *The Snowy Day*. Remind children to look for clues in the other words and in the picture on the page. Write their ideas about the word in the columns on the chart. Continue with the words *distance*, *gulp*, and *fling* in *Come On, Rain!*

WRITING IN RESPONSE TO READING Have children choose a character from *Come On, Rain!* or *The Snowy Day*. Then have them dictate or write about how that character enjoys the change in the weather on page 147 in their *Reader's and Writer's Journal*. Encourage children to use one of the words they investigated in Language Analysis or another story word in their writing.



ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to make observations and ask questions to predict change.

Reading Wrap-Up

SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading.

READING OBJECTIVES

- Ask and answer questions about unknown words.
- Ask and answer questions about key details in a text.

Scaffolded Instruction

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to ask and answer questions about unknown words in a story,
then...use the Language Analysis lesson in small group to help them review and find information for the chart.

SLEUTH WORK Use the Sleuth steps in Close Reading Workshop to provide more practice in close reading.

Language Analysis

Review the information on the chart about the words *sagging* and *stuff*, pointing out where the word and picture clues were found in *Come On, Rain!* Then model how to find and use word and picture clues to figure out the meaning of the word *slid* in *The Snowy Day*. Record the information on the chart. Finally, help children ask and answer questions about the words *distance*, *gulp*, and *fling* in *Come On, Rain!* using word or picture clues.

Close Reading Workshop

SLEUTH WORK Read aloud “Our Snowy Discovery” on page 251 of this Teacher’s Guide. Then discuss the following questions with the group. Encourage children to include text evidence to support their answers. You may wish to reread sections of the text to verify children’s answers.

LOOK FOR CLUES What kinds of animal tracks do Mom, Dad, and Mallory see in the snow? (They see raccoon or porcupine tracks, crow tracks, and wild turkey tracks.)

MAKE YOUR CASE Do you agree that it would be fun to look for animal tracks on a cold, sunny day after a snowfall? Why or why not? (Responses will vary.)

ASK QUESTIONS What questions do you have about the animals that made the tracks in the snow? (Responses will vary.)

PROVE IT! Ask children to draw pictures of the tracks of a crow and a wild turkey based on the descriptions in the text. Have children dictate or write a phrase or short sentence as a label for each picture using key details from the text.

EXTENSIONS

MONITOR PROGRESS

If... children understand how to ask and answer questions about unknown words in a story,
then... extend the Sleuth activity by having children use context clues to figure out the meanings of unknown words in “Our Snowy Discovery.”

Language Analysis

Write the words *field guide*, *ski cap*, and *trudged* on the board. Have children work in pairs to find each word in the selection “Our Snowy Discovery,” look for context clues to the word’s meaning, and figure out the meaning. You may wish to have children use a dictionary as well. Ask them to draw, dictate, or write their ideas on a T-chart with the headings *Word Clues* and *Word Meanings*. Have them share their information with the class.

- What other words on the page helped you understand the word *trudged* (*field guide*, *ski cap*)? (Possible responses: through the snow, made our way; a book with pictures of animals and their tracks; clothes, boots, gloves, ears, too cold)
- What meaning for *trudged* (*field guide*, *ski cap*) did you figure out using the word clues? (Possible responses: walked with effort; a book for identifying animals or plants while outdoors; a covering for the head that keeps the ears warm)

WRITING OBJECTIVES

- Draw and write to retell key events in a story in sequence.
- Produce complete sentences in shared language activities.

Writing

Narrative Writing

Retell Key Events

TEACH Remind children that the events in a story make up the story's plot and that the writer tells about the events in a plot in sequence, or the order in which they happen. Good readers can recognize key, or important, events in a story's plot. They use these key events when they retell the story.

- What are key events in the story *Come On, Rain!?*
- What are key events in the story *The Snowy Day*?

ANALYZE THE MODEL Through the discussion, help children understand that while writers may give clues to key events, usually they do not. Readers must decide what the key events are.

And that's when I see it coming in, clouds rolling in, gray clouds, bunched and bulging under a purple sky.

The writer of *Come On, Rain!?* hints that this is a key event. Now Tessie (and the readers) know a big change is coming.

Our barelegged mammas dance down the steps and join us in the fresh, clean rain . . .

This is another key event. Unexpectedly the mothers join their daughters in the rain.

Snow had fallen during the night. It covered everything as far as he could see.

The writer of *The Snowy Day* lets readers decide that this is a key event. It starts the plot of the story.

He packed it round and firm and put the snowball in his pocket for tomorrow.

This is another key event. The snowball is important to Peter and will return later.

Explain to children that writers may not indicate the key events in their stories, but readers can figure out for themselves what the key events are.

Conventions Produce Complete Sentences

TEACH AND MODEL Explain that a complete sentence expresses a complete idea. It has a subject and a predicate. (A subject is who or what the sentence is about. A predicate tells what the subject is or does.) It begins with an uppercase letter and ends with a period, question mark, or exclamation mark.

The girls chase one another.

This is a complete sentence. It has a subject. It has a predicate. It begins with an uppercase letter. It ends with a period.

APPLY Ask children to offer complete sentences. Write the sentences on the board and have children help you check them. Revise any that are not complete sentences. Have children complete the activities on page 146 in their *Reader's and Writer's Journal* for more practice with producing complete sentences.

Independent Writing Practice

FORMATIVE ASSESSMENT Ask children to look closely at the key events in *Come On, Rain!* and *The Snowy Day*. Have them choose one of the stories and retell the key events in sequence using drawing and writing. Remind children that key means “important” and that when they retell events in sequence, they tell the events in the order in which they happen.



USE TECHNOLOGY If available, have children use computers or electronic tablets to draft their writing. If they have access to a printer, have them print out their writing.

Writing Wrap-Up

Ask volunteers to share their retellings with the class.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

SENTENCES Children may not be familiar with the concept of complete sentences. Write this sentence on the board: *Snow is falling*. Point out the subject, *Snow*; the predicate, *is falling*; the initial uppercase letter, *S*; and the ending punctuation, the period. Explain that because the sentence has all four of these things, it is a complete sentence. Evaluate other simple sentences in the same way.

STRATEGIC SUPPORT

SENTENCES For children who struggle with the concept of complete sentences, write sentences on slips of paper and cut them apart between the subjects and predicates. Have children combine the parts to make sentences. Point out that a sentence is complete only when it has a subject and a predicate.



OBJECTIVES

- Use a combination of drawing, dictating, and writing to narrate a story.
- Narrate one event or several events in the order in which they occur.

- Provide a reaction to what happens in the story.

Performance-Based Assessment

Task

Change Stories

Children will draw, dictate, or write a story in which something changes for a character or for themselves, using the main character in *Come On, Rain!* as an example.

Children will:

- a. Use drawing and writing to narrate the event or series of sequenced events
- b. Include the character's or their own feelings and reactions to the event

Children will draw or write the reaction of the character or themselves to the change.

Children will check to make sure they write complete sentences with proper capitalization and punctuation.

See p. 118 for reproducible page for distribution to children.

TEACHER NOTE You may wish to administer this assessment over multiple lessons.

Task Preparation

INTRODUCE Discuss the Essential Questions: *Why do characters react in certain ways? How do writers use experiences to tell/write stories?*

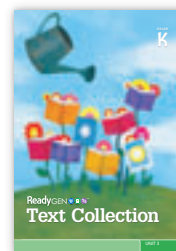
REVISIT THE TEXT Remind children that in *Come On, Rain!* the writer uses the experiences of the main character Tessie to tell the story. At the beginning, it is hot and dry. The plants are dying, and the people feel miserable. Then rain comes. The writer shows how Tessie and other characters react to this event by telling what they do and how they feel after the change.

Jackie-Joyce, Liz, Rosemary, and I, we grab the hands of our mammas. We twirl and sway them, tromping through puddles, romping and reeling in the moisty green air.

We swing our wet and wild-haired mammas 'til we're all laughing under trinkets of silver rain.

I hug Mamma hard and she hugs me back. The rain has made us new.

Come On, Rain! pp. 28–30 in the *Text Collection*



Explain to children that in *Come On, Rain!* something changes for the characters: When it rains, the weather changes from hot and dry to cool and wet. The writer tells how the characters react to this change. Point out that a change might be moving to a new house, going to a new school, having a relative move in, or losing a friend, anything that makes life different from the way it was before. Tell children that when they write the story for the Performance-Based Task, they will tell about a change for a character or for themselves. They will also write about the character's or their own reaction to the change.

Set-Up

ORGANIZATION

Remind children that a story always has characters, a setting, and one or more events. Review these story elements in *Come On, Rain!* with children. Then have them draw, dictate, or write about the characters, setting, and event or events they will use in their own story. Remind children that one event must be a change that has an effect on their character.

MATERIALS

- paper
- pencils
- crayons or markers
- text: *Come On, Rain!*

BEST PRACTICES

- Help children understand the purpose and audience for this writing task.
- Remind children to write a title for their story.
- Point out that if they plan to write the story about themselves, children will use the pronouns *I*, *me*, and *my* in their writing.
- Review feeling words that children might use when describing a character's or their own reaction to a change, for example, *happy*, *excited*, *nervous*, *angry*, *sad*, or *worried*.

Scaffolded Support

In order for all children to access the assessment, additional supports can be provided as necessary.

Checklist: Read aloud a checklist that details the expectations for this task. It can give points to each section so that children are clear about what is going to be assessed.

Writing Tasks: Writing tasks can be previewed and broken down into smaller steps for clarity.

Editing Tasks: Editing tasks, such as checking sentences for completeness and appropriate capitalization and punctuation, can be implemented after children first finish the writing task.

Graphic Organizers: Children can use a story sequence chart to organize their ideas about characters, settings, and events before they begin drawing or writing their story.

Story Sequence B

Title	
Characters	Setting

↓

Events	1. First
--------	----------

↓

2. Next	
---------	--

↓

3. Then	
---------	--

↓

4. Last	
---------	--

Performance-Based Assessment

Grade K • Unit 3 • Module A

Task

Change Stories

Think about Tessie, the main character in *Come On, Rain!* What changes for her? Draw, dictate, or write a story in which something changes for a character or for you.

Remember to:

- draw and write to tell about the event or to tell about a sequence of events
- tell how the character feels about or reacts to the event or how you feel about or react to the event

Draw or write the reaction of the character or your reaction to the change.

Make sure you write complete sentences with uppercase letters at the beginning and punctuation marks at the end.

Narrative Writing Rubric

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Score	Focus	Organization	Development	Language and Vocabulary	Conventions
4	Keeps the story closely focused on how an event is a change for a character.	Introduces a character, tells about an event or events, and describes the character's reaction clearly.	Provides clear, sufficient details about story elements.	Uses vivid descriptive words and feeling words to describe the character and events.	Uses all features of a complete sentence correctly when writing.
3	Focuses the story on an event that is a change for a character.	Introduces a character; tells about an event or events and the character's reaction to the event.	Provides details about story elements.	Uses some descriptive words and feeling words.	Uses some features of a complete sentence when writing.
2	Focuses the story on an event, but whether it is a change for a character is not clear.	Introduces a character; tells about an event but not about the character's reaction to the event.	Provides some details about story elements but needs more.	Uses a few descriptive words but no feeling words.	Uses few features of a complete sentence when writing.
1	Includes some events, but none is a change for a character.	Includes a character and an event but no connection between them.	Lack details about story elements.	Uses no descriptive or feeling words.	Uses no complete sentences when writing.
0	Possible characteristics that would warrant a 0: <ul style="list-style-type: none"> no response is given child does not demonstrate adequate command of narrative writing traits response is unintelligible, illegible, or off topic 				

Presentation

Story Celebration: Celebrate stories and story writers! Have children acknowledge their favorite stories, share their own stories with the class, and join the ranks of story authors.

- Display familiar and favorite storybooks at the front of the room. Encourage children to recall the stories and what they like about them. Remind children that people wrote these stories, just as children wrote their own stories.
- Organize the classroom: Arrange chairs so that listeners face the speaker on three sides like the audience in a theater. The speaker stands at the front of the room.
- Review the classroom speaking rules. Remind children to speak loudly and clearly enough that all listeners can hear them. Encourage speakers to use dramatic expression to make their story come alive for the audience.
- Review the classroom listening rules. Remind children to listen carefully and quietly when someone is speaking and to wait until the speaker is finished before talking.
- Have children take turns sharing their stories. Children can read their story aloud or tell their story using their pictures. Children can also act out their stories. This works particularly well when they are the main character in the story.
- After each storyteller has finished presenting, allow audience members to raise their hands to make a comment or ask a question. Have the speaker answer any questions. Remind those who wish to offer an opinion of a story or a presentation to do so in a constructive, respectful way.
- After all stories have been presented, have children add their stories to the display of storybooks at the front of the room. Remind them that they are story authors too.

Reflect and Respond

LOOKING AHEAD For children who received a 0, 1, or 2 on the rubric, use the following suggestions to support them with specific elements of the Performance-Based Task. Graphic organizers and other means of support will help guide children to success as they complete other Performance-Based Assessment tasks throughout the school year.

If...children do not understand how a selection provides an example for the writing they are to do in a Performance-Based Task,

then...explicitly discuss the part or parts of the selection that apply to the task, referring to the text and illustrations as appropriate.

If...children need extra support in story writing,

then...identify the main elements—characters, setting, events—in stories to help them better understand how to plan for writing their own story.

If...children need extra support organizing their ideas for story writing,

then...provide them with a graphic organizer such as a story map or a sequence chart to help them see what they have and what they need before they begin writing their story.

If...children have difficulty describing the characters or events in their stories,

then...help them find words they can use by brainstorming possible descriptive words beforehand or compiling and reviewing lists of descriptive words.

Contents



SLEUTH READ ALOUDS TR2–TR4

“School Buses Then and Now” TR2

“Our Travels in Thailand” TR3

“When the Lights Went Out” TR4

ROUTINES TR32–TR53

TEAM TALK Think/Pair/Share Routine TR32–TR33

Whole Class Discussion Routine TR34–TR35

Small Group Discussion Routine TR36–TR37

Read Aloud Routine TR38–TR39

Shared Reading/Read Together Routine TR40–TR41

Independent Reading Routine TR42–TR43

Text Club Routine TR44–TR45

Text-Based Vocabulary Routine: Informational TR46–TR47

Text-Based Vocabulary Routine: Literary TR48–TR49

Reading Wrap-Up Routine TR50–TR51

Writing Wrap-Up Routine TR52–TR53

GRAPHIC ORGANIZERS TR55–TR69

Cause and Effect TR55

Compare and Contrast TR56

Four-Column Chart TR57

K-W-L Chart TR58

Main Idea TR59

Story Sequence A TR60

Story Sequence B TR61

T-Chart TR62

Three-Column Chart TR63

Three Sorting Circles TR64

Two Sorting Boxes TR65

Venn Diagram TR66

Web A TR67

Web B TR68

Word Rating Chart TR69

TEXT COMPLEXITY RUBRICS TR70–TR73

BALL-AND-STICK MANUSCRIPT ALPHABET TR74

D’NEALIAN MANUSCRIPT ALPHABET TR75

ACKNOWLEDGMENTS TR76

Sleuth Read Alouds



Bear and Fox

One day, Fox said to Bear, “Why don’t we plant our garden together this spring?”

Bear thought about it. “I think it’s a good idea. We can share the work and the food.”

“Then it’s all set,” said Fox. “And to be fair about it, let’s agree that you’ll harvest the roots and I’ll harvest the tops.”

Bear could find nothing wrong with Fox’s idea. “Let’s shake hands on it,” Bear said.

Bear and Fox planted corn. At harvest time, Fox reminded Bear, “We had an agreement. You will take the roots and I’ll take the tops.”

Bear had to admit that was what they had agreed. So Fox got all the fat, sweet ears of corn on the stalks. Bear got the stubble and the roots.

The next spring, Bear said, “You got the best part of the crop last year. Unless we change the agreement, I won’t plant with you again.”

Fox said, “Bear, my friend, you are right. Fair is fair. This year we’ll switch places. *You* take the tops and *I’ll* take the roots.”

Bear was pleased with himself. “All you have to do with this sneaky fox,” he thought, “is be firm.”

So, Bear and Fox again plowed their garden. Then Fox said, “It is bad for the soil to plant the same crop two years in a row. Instead of corn, why don’t we plant potatoes?”

Bear’s mouth watered as he thought of bowls of hot mashed potatoes. “Yes, let’s plant potatoes,” Bear said.

Bear and Fox sowed their potatoes. Soon leafy green plants filled the garden rows. But when it came time to harvest, Fox reminded Bear of their agreement. “I’m taking the roots, and you are taking the tops.” Then Bear remembered: Potatoes grow *underground*. They are the roots of the potato plants. Once again, Fox had tricked him.

And that was the end of Bear and Fox’s partnership.

Our Snowy Discovery

“It’s a perfect snowfall,” Dad said after breakfast. “It’s cold, but look how brightly the sun is shining.”

“Well, it’s Saturday morning,” said Mom. “Let’s not waste this special time. Let’s go looking for animal tracks in the snow.”

“Good idea! And we can use that field guide Uncle Drew gave us,” Dad added.

“What is a field guide?” I asked.

“It’s a book with pictures of animals and their tracks. It will help us identify the tracks we see.”

We hurried to put on our warm clothes, boots, and gloves.

“Mallory, don’t forget your ski cap,” said Mom. “Your ears will get too cold without it.”

Dad, Mom, and I trudged through the snow in our backyard. We made our way to the wide path leading into the woods.

“Look!” said Dad. “There’s a clear set of tracks to our left.”

Mom opened the field guide. “It looks like a raccoon to me. Or it could be a porcupine.”

Dad looked at the pictures and agreed.

I stared at the tracks. They were perfect in the fresh snow! I remembered pictures of a raccoon and a porcupine from my animal book.

We kept going. Soon we came to a meadow. “Lots of birds have been here,” Mom said.

“Yes,” agreed Dad. “See those crow prints? They look like a V with a line through the point where the two arms of the V meet.”

“What bird do you think made those big tracks?” I asked, pointing. “Each track looks kind of like an anchor.”

“Mallory!” exclaimed Mom. “You’ve found the prize. I think those are the tracks of a wild turkey. We don’t have many of those big, beautiful birds around here. Speaking of prizes, let’s go home for some hot cocoa!”

Dad and I didn’t argue. We were all cold—brrrrr!—but we were happy too.

Module A

Sleuth Read Alouds



Exploring Antarctica

Antarctica, land of the South Pole, is an empty, icy, dangerous place. So why would anyone want to explore a place like that? People long believed a continent existed around the South Pole. They were curious about it. What was it like? How big was it? What wildlife lived there? Explorers tried many times to reach Antarctica, but no one walked on it until about 160 years ago.

After that, the explorers' goal was to reach the South Pole, in Antarctica's center. Antarctica is freezing cold and snowy all year. Huge chunks of ice cover the Antarctic Ocean. Boats got stuck. In 1901, an explorer, Robert Scott, came within 530 miles of the South Pole. For two years, Scott's team studied Antarctica's land and animals. When the expedition ended, two ships had to rescue Scott's ship from the ice.

Still, no one had reached the South Pole. In 1911, Roald Amundsen from Norway led a team that finally reached the pole. Then the goal became to cross Antarctica. In 1914, a member of Scott's expedition, Ernest Shackleton, returned to do this. He sent one ship to one side of Antarctica. The men would hike across the ice, leaving supplies for Shackleton's team. But the expedition had bad luck. Shackleton's ship got stuck in the ice for months. Then it sank. Shackleton's team camped on the ice for many more months. Then they used lifeboats to reach an island. They were still stranded. Shackleton and five others took a boat 800 miles north for help. A ship finally rescued the stranded men.

Why suffer such hardship to explore Antarctica? Explorers push themselves to discover new places. Today scientists have research centers on Antarctica. They stay for short periods to learn about Antarctica's land, weather, and wildlife. Like explorers of past centuries, they want to learn about the unknown.

Module B

Administering the Assessment

The End-of-Unit Assessment consists of a short passage followed by selected-response Comprehension and Vocabulary questions and a Writing section. This test is intended to be read aloud to children. Directions for administering the test appear on the teacher pages. Because children must be able to comprehend texts of steadily increasing complexity as they progress through school, the test materials provide opportunities to listen to and comprehend more complex texts. The assessment items include content appropriate texts and questions for children to listen to, interpret, and comprehend independently and proficiently.

Before the Assessment

OPTIONS FOR ADMINISTERING You may choose to administer this assessment in one session or in parts. The chart below offers suggestions for how to administer the test over two or three days. Use your professional judgment to determine which administration option best suits the needs of children.

SESSIONS	FIRST DAY	SECOND DAY	THIRD DAY
TWO SESSIONS Option 1	<ul style="list-style-type: none"> • Comprehension • Vocabulary 	<ul style="list-style-type: none"> • Writing 	
TWO SESSIONS Option 2	<ul style="list-style-type: none"> • Comprehension 	<ul style="list-style-type: none"> • Vocabulary • Writing 	
THREE SESSIONS	<ul style="list-style-type: none"> • Comprehension 	<ul style="list-style-type: none"> • Vocabulary 	<ul style="list-style-type: none"> • Writing

Administering the Assessment

DURATION The time required for each part of the assessment will vary depending on how long it takes to read the passage, answer the questions, and respond to the Writing prompt. Some variation may also depend on children's previous experience with selected-response tests and writing in response to prompts.

PREPARING CHILDREN FOR THE ASSESSMENT Make sure every child has a pencil with an eraser. Tell children that they will be taking a test in which they will listen to a passage, answer questions, and complete a short writing activity. If you choose to divide the test into multiple sessions, present only the section(s) that children will complete at that time.

During the Assessment

BEGINNING THE ASSESSMENT This assessment is intended to be read aloud to children. To begin the test, read the Teacher Information at the top of the teacher Passage page. Then read aloud the directions to ensure that children understand what to do. Make sure children know that they must circle their answer choices and write their responses on the test pages.

ONCE THE ASSESSMENT HAS BEGUN Once the assessment begins, you may only answer questions related to the directions. You may not answer questions about unfamiliar words in the text or answer choices. You may, however, clarify the meanings of words in the directions.

After the Assessment

SCORING

SCORING THE SELECTED-RESPONSE ITEMS The selected-response questions focus on Comprehension and Vocabulary. Correct answers for these items are provided at the end of this section.

SCORING THE WRITING PROMPT The Writing section requires children to write and/or draw in response to a prompt. Examples of appropriate responses and a 2-point rubric are provided at the end of this section. Use the rubric to evaluate children's responses. Although the criteria provided in the rubric describe the majority of children's responses, you should use your professional judgment when evaluating responses that vary slightly from the rubric's descriptions.

GENERATING FINAL SCORES AND/OR GRADES If you choose, this assessment may be used to provide a Reading grade and a Writing grade. You may total the points from the selected-response items to determine a Reading grade. Also, you may use the points from the Writing section to determine a Writing grade. If you wish to create a combined grade for the purpose of report cards, you may convert numerical scores to letter grades based on your own classroom policies.

Administering the Assessment

USING THE ASSESSMENT RESULTS TO INFORM INSTRUCTION

EXAMINING THE RESULTS The test results for each child should be compared only with the scores of other children in the same class. In doing so, tests should be examined for general trends in order to inform your instruction for subsequent units.

INFORMING YOUR INSTRUCTION Depending on children's performance on the various sections of this assessment, you may wish to reteach in small groups or provide additional whole class instruction. If children struggle with the Comprehension or Vocabulary sections, they may benefit from practice in retelling familiar stories in response to focused comprehension and vocabulary questions. If children struggle with the Writing section, they may benefit from additional practice with writing in response to their reading.

Unit 3 Assessment

Passage

TEACHER INFORMATION: Read aloud the following directions and the story.

DIRECTIONS: *I am going to read you a story about an oak tree. When I am finished, I will ask you to tell me about the story. Listen carefully.*

An Oak Tree's Year

What does an oak tree do besides grow tall? It does a lot! An oak tree changes with the weather and seasons.

In the early spring, warm weather and rain showers help the oak tree begin to sprout green leaves. The oak tree becomes a safe home for lots of different animals. Birds make nests high in the strong limbs of the tree. Woodpeckers might peck into the wood looking for ants and other insects inside. Sometimes squirrels live inside old holes that woodpeckers have pecked. Other times, they make nests of leaves in the branches of the oak tree. It is a busy place!

During the summer, the oak tree gives animals shade from the hot sun. It also gives them shelter from storms. The oak tree's long roots keep it in place during windy days. In late summer, the oak tree drops hundreds of acorns onto the ground. Some of these seeds will be hidden away by hungry squirrels.

In autumn, the air gets cooler. The days get shorter. The oak tree's leaves begin to change colors. Then the leaves fall to the ground. The wind blows the leaves away. Animals prepare for the long winter ahead.

During the winter, there is less sunlight. The temperatures are very cold. The oak tree no longer has any leaves. The branches may get covered in snow. But do not worry; the oak tree will begin growing again when spring returns.

Unit 3 Assessment

Comprehension

TEACHER INFORMATION: Distribute Comprehension page TR14 and read aloud the following directions. Then reread the story to children and read aloud each of the questions. Children are to respond by circling the best answer to each question.

DIRECTIONS: *I am going to read the story again. Then I will ask you some questions about it. For each question that I ask, there are three pictures. Draw a circle around the picture that shows the best answer. Listen carefully.*

1. Look at the first row of pictures at the top of the page where you see the square. Put your finger on the square. In spring, the oak tree sprouts leaves. Which picture shows the oak tree in spring? Draw a circle around the picture that shows the oak tree in spring.
2. Move down to the next row of pictures where you see the circle. Put your finger on the circle. In summer, the oak tree gives animals shade from the hot sun. Which picture shows the oak tree in summer? Draw a circle around the picture that shows the oak tree in summer.
3. Move down to the next row of pictures where you see the triangle. Put your finger on the triangle. In autumn, the oak tree's leaves change colors. Which picture shows the oak tree in autumn? Draw a circle around the picture that shows the oak tree in autumn.
4. Move down to the next row of pictures where you see the heart. Put your finger on the heart. In winter, the oak tree does not grow. Which picture shows the oak tree in winter? Draw a circle around the picture that shows the oak tree in winter.
5. Move down to the next row of pictures where you see the star. Put your finger on the star. Many animals live in the oak tree. Which picture shows an animal that lives in the oak tree? Draw a circle around the picture that shows an animal that lives in the oak tree.

COMMON CORE LEARNING STANDARDS

Informational Text 1. With prompting and support, ask and answer questions about key details in a text. **Speaking/Listening 2.** Confirm understanding of a text read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.

Vocabulary

TEACHER INFORMATION: Distribute Vocabulary page TR15 and read aloud the following directions. Then reread the story to children and read aloud each of the questions. Children are to respond by circling the best answer to each question.

DIRECTIONS: *Now I am going to read the story again. Then I will ask you some questions about the meaning of some of the words in the story. For each question that I ask, there are three pictures. Draw a circle around the picture that shows the best answer. Listen carefully.*

1. Look at the first row of pictures at the top of the page where you see the square. Put your finger on the square. Listen to this sentence from the story: “An oak tree changes with the weather and seasons.” Circle the picture that shows an oak tree.
2. Move down to the next row of pictures where you see the circle. Put your finger on the circle. Listen to this sentence: “Birds make nests high in the strong limbs of the tree.” What does the word “limbs” mean? Circle the picture that shows the meaning of the word “limbs.”
3. Move down to the next row of pictures where you see the triangle. Put your finger on the triangle. Listen to this sentence: “Woodpeckers might peck into the wood looking for ants and other insects inside.” What are “insects”? Circle the picture that shows some “insects.”
4. Move down to the next row of pictures where you see the heart. Put your finger on the heart. Listen to this sentence: “In late summer, the oak tree drops hundreds of acorns onto the ground.” What are “acorns”? Circle the picture that shows “acorns.”
5. Move down to the next row of pictures where you see the star. Put your finger on the star. Listen to this sentence: “The branches may get covered in snow.” What does the word “covered” mean? Circle the picture that shows the meaning of the word “covered.”

COMMON CORE LEARNING STANDARDS

Informational Text 4. With prompting and support, ask and answer questions about unknown words in a text. **Language 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

Unit 3 Assessment

Writing

TEACHER INFORMATION: Distribute Writing page TR16 and read aloud the following prompt to children. Provide time for children to draw their pictures and complete the sentence. Allow children to dictate their responses if necessary.

PROMPT: *Think about the oak tree in the story. Choose a season: spring, summer, autumn, or winter. Draw the oak tree during that season. Then complete the sentence to tell what the oak tree is like during that season.*

RUBRIC FOR WRITING

2	Child uses drawing to accurately depict what the oak tree is like during the chosen season. Child uses writing to name the season as the topic and supply accurate information from the passage to explain what the tree is like during that season.
1	Child uses drawing to depict what the oak tree is like during the chosen season. Child uses writing to name the season as the topic and to explain what the tree is like during that season. One element of the response may be incomplete or inaccurate.
0	The drawing does not depict the oak tree during the chosen season. The sentence does not name the season as the topic or explain what the tree is like during that season.

COMMON CORE LEARNING STANDARDS

Writing 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Writing 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Scoring Information

UNIT 3 • COMPREHENSION

Comprehension Name _____

■			
●			
▲			
♥			
★			

TR14 Unit 3 • End-of-Unit Assessment

UNIT 3 • VOCABULARY

Vocabulary Name _____

■			
●			
▲			
♥			
★			

Unit 3 • End-of-Unit Assessment TR15

UNIT 3 • WRITING

Writing Name _____

Drawing should show an oak tree during spring, summer, autumn, or winter.

Possible response:

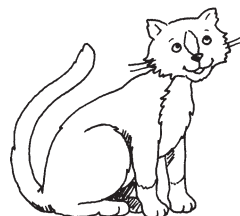
During the _____,
the oak tree _____
the oak tree changes
colors and drops its leaves.

TR16 Unit 3 • End-of-Unit Assessment



Comprehension

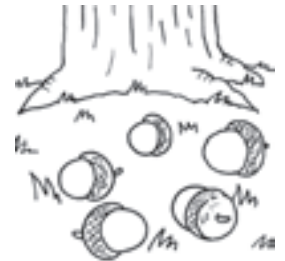
Name _____





Vocabulary

Name _____





Writing

Name _____

During the _____,

the oak tree _____

Think-Pair-Share/Paired Discussion

RATIONALE

TEAM TALK Think-Pair-Share provides a structure for pairs of children to think and talk together. The name aptly describes the stages of children's participation:

- **THINKING**—Children have time to think about something they read.
- **PAIRING**—Children take turns expressing key ideas with a partner.
- **SHARING**—Children present their formulated ideas to a group.

Think-Pair-Share solves common problems associated with whole-class discussions. In the thinking stage, all children are allotted “think time,” which reduces the problems presented by the quiet child or the over-eager child. Pairing children gives each child an opportunity to use text-related language to discuss their ideas in a low-risk environment. This grouping encourages them to participate actively using key vocabulary and defend their ideas with text-based evidence. Finally, during the sharing stage, children present their rehearsed ideas to a group.

The Think-Pair-Share routine provides children with structured support as they engage in rich, rigorous text-reliant conversations. By asking children thought-provoking questions, children are involved in richer and more rigorous text-based discussions. Here are some questioning examples:

- *What is the main topic? What parts of the text help you know the main topic?*
- *How does the character act when he faces a challenge? What words tell you that?*

IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide children in becoming familiar with the Think-Pair-Share/Paired Discussion routine:

- Model how to do a Think-Pair-Share. Verbalize how you think through your ideas before stating them and how you support your ideas with text evidence. For example, *“On page 10, the text says _____. This tells me that _____.”*
- Describe how you use key vocabulary in your response. For example, *“On page 4, the author used the word screamed. That word helps me understand that the character was frightened.”*
- Teach children how to use language to respond to the views expressed by others. For example, *“I agree with you. I think that _____,”* or *“I don’t agree with you because I think that _____.”*

Practice by posing questions on familiar, non-threatening, non-academic topics, such as what children enjoy doing outside of school. Guide children in following each part of the Think-Pair-Share/ Paired Discussion routine. Give them a minute or two to think; then let them know it’s time to share. When children get back together as a class, let volunteers share ideas with the group. Gradually increase this sharing time to include more children as they feel ready to participate.

GOING DEEPER

The following are additional activities to do with children once they are familiar with the routine.

- Incorporate retelling into the routine. Provide time for partners to repeat back what each said. Later, during the sharing stage, ask children to present their partner’s ideas.
- Encourage higher-level thinking. Ask the listener to frame his or her thoughts in response to the sharer. Explore how the listener can make connections (*I agree with what you said about ...*) as well as make comparisons (*I understand your point about _____, but I think ...*)
- At the end of the partner conversation, give children one minute to rate the discussion they had with their partner. They may give it a “thumbs up” or “thumbs down.” Encourage partners to talk about why they rated their discussion the way they did. For example, *“I gave our discussion a ‘thumbs up’ because we each had different ideas. Your ideas helped me to think about the text in a new way.”*

COMMON CORE CONNECTIONS

CCLS.ELA.RL.K.1; CCLS.ELA.RI.K.1; CCLS.ELA.SL.K.1

THE ROUTINE

- 1 Introduce Think-Pair-Share/Paired Discussion to children.
In your head, think about how you might answer a question I ask. When I signal it's time to pair up, you'll get together with a partner and share your ideas. I'll give you a reminder to make sure each partner has a chance to share. Then, pairs can volunteer to tell their ideas to the class.
- 2 Pair children in random pairs, classmates sitting nearby, or in ability-focused pairs.
- 3 For successful conversation between partners, have children sit in close proximity to one another and away from other partners, so as to not get involved in other conversations. You might say, *"Sit knee-to-knee with your partner."* Remind children to engage in eye contact with each other to help each other know that their partner is listening closely.
- 4 Pose an open-ended question to ensure an engaging conversation. Specific text-related questions are suggested in the teaching lessons. Be sure children find evidence in the text to support their answers.
- 5 Invite pairs to take turns responding to the question. Remind children to respond to their partners by saying, *"I agree with you. I thought something similar when _____. I don't agree with you because I remember reading _____. I think the author is trying to tell readers _____ because he/she says _____."*
- 6 After a minute or so, remind children to make sure each partner has had a chance to contribute. You might say, *"Now's a good time to make sure each partner has shared an idea."*
- 7 Monitor children's conversations by listening in briefly to each pair's conversation. Offer prompts to focus their attention or encourage them to look at the text to find evidence to support their answers. For example, *"Explain your thoughts more. What part of the text helped you to draw that conclusion?;"* or *"Find the words the author used to describe the character."*
- 8 When pairs have had time to explore the question, have children choose a spokesperson. Have them rehearse briefly the one key point that they would like to share with their classmates. You may ask them to write this key point down. Then have volunteers present their pair's ideas to the class. Keep track of the children who act as spokespeople, so as to encourage different children to act as spokesperson with each pairing activity.

Whole Class Discussion

RATIONALE

Whole Class Discussion provides an opportunity for the class to process what they have read together. Thoughtful conversations about text provide opportunities for children to expand their oral vocabulary as they interact socially with their classmates. By engaging children in a whole class discussion, children are able to share their own ideas and respond to each other's ideas. A collective knowledge about a text results from Whole Class Discussions. Children gain a deeper understanding of the text along with repairing misinterpretations they may have about the text.

The Whole Class Discussion routine is an effective tool to use after reading a text to children for the first time or following a close reading exercise. This discussion helps children clarify their understandings of the text. Here are some engaging questioning examples:

- *What questions do you still have about the text? What prompted you to ask that question?*
- *What might you tell a friend about the text? Name the most interesting part to share.*

IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide children in becoming familiar with the Whole Class Discussion routine:

- Set a time limit for the class discussion and for individuals who add their thoughts.
- State a specific focus for the discussion to help children respond in appropriate ways. For example, *"We just read about three different kinds of farmers. What did you learn about each of these kinds of farmers?"* If children get off topic, restate the discussion focus.
- Remind children of appropriate discussion manners, such as: listen carefully to others, do not interrupt others, and be positive about what classmates add to the discussion.
- Teach children how to refer back to the text as they add to the discussions. For example, *"In the book, the caterpillar was very hungry. I know this because he ate an apple, two pears, three plums, and even more than that!"*
- Teach children how to use language to respond to the views expressed by other children. For example, *"I agree with you. I think that ____," or I don't agree with you. I think that ____ because the text says ____."*

Practice by engaging children in Whole Class Discussions throughout the day about a variety of topics. Keep the discussions to short five-minute discussions.

GOING DEEPER

The following are additional activities that you may choose to do with children once they are familiar with the routine.

- Ask children to restate what the previous participant said before adding their own thoughts to the discussion. This encourages children to listen actively to what their classmates are saying.
- Encourage higher-level thinking by asking children follow-up questions to their responses. For example, *"That's an interesting point. What made you think that?"*
- At the end of the Whole Class Discussion, have children turn to a classmate and share one new idea they learned from the discussion. For example, *"I like how Maria explained how she could relate to the family's trip to a new country. It made me understand the story better. I have never gone to a different country."*
- At the end of the Whole Class Discussion, have children write or draw one new idea they learned from the discussion.

COMMON CORE CONNECTIONS

CCLS.ELA.RL.K.1; CCLS.ELA.RI.K.1; CCLS.ELA.SL.K.4

THE ROUTINE

- 1 Introduce the Whole Class Discussion to children.
We are going to talk about this book together. Let's focus on _____. If you have something to say about this, raise your hand. Listen carefully to what your classmates say so when you add to our discussion, you add new ideas.
- 2 State the focus of the discussion and any time parameters you have set, such as *"We're going to talk about this for the next 10 minutes."*
- 3 Pose an open-ended question to ensure an engaging conversation. Specific text-related questions are suggested in the teaching lessons. Give children think time before they respond, and remind them to find text evidence that supports their responses. For successful Whole Class Discussions, remind children to wait for others to finish talking before they jump in to talk.
- 4 As children add to the class discussion, act as moderator rather than leader.
 - Ask for more information after a response. This helps children develop their contributions fully. For example, *"Tell me more about what you are thinking."*
 - Ask children to point out text evidence that substantiates their response. For example, *"What words in the text help you know that?"* This helps children internalize the text and understand that it is important to back up what they say.
 - If children provide an opinion, ask other children to share their opinion in response. For example, *"What do you think about Stefan's opinion?"* Encourage children to support their opinions with valid reasons.
- 5 As you near the end of your allotted discussion time, invite children who have not participated to add their thoughts to the conversation. You might say, *"If you have not shared your thoughts, please share them with us now. You may have a new way to look at this text."*
- 6 Summarize one or two of the most important points discussed. Wrapping up the conversation for children in this way will help cement their new or revised understandings about the text.

Small Group Discussion

RATIONALE

Small Group Discussion provides a supportive and safe structure for groups of 3 or 4 children. Small Group Discussions allow individuals to practice and expand their oral vocabulary as they engage in thoughtful conversations about the text. Children interact with classmates in an intimate setting, allowing all group members to be actively involved.

The Small Group Discussion routine is effectively used after reading a text in a Whole Group setting. Small Group Discussions help children clarify or clear up understandings of the text. These discussions allow children to unpack text specifics, look at genre, text structure, and how a writer writes. Example questions to engage children in text-based discussions include:

- *What words describe what the character is like?*
- *What part of the text tells you about the steps for growing a bean plant?*

IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide children in becoming familiar with the Small Group Discussion routine:

- State a clear focus for the Small Group Discussion. For example, *"Find the events that happened first, next, and last in the story."*
- Remind children to listen carefully to their classmates, not interrupt others, and remain positive about what classmates add to the discussion.
- Model how to refer back to the text. For example, *"This part of the text tells about what happened after the fire."*
- Teach children how to use language to respond to others' views. For example, *"I agree with you. I think that ____."* or *"I don't agree with you because I think that ____."*

Engage children in Small Group Discussions often. Discussions may revolve around subject matters, classroom management, or literature. Provide feedback as children participate.

GOING DEEPER

These additional activities may be done with children once they are familiar with the routine.

- Add a Fact Checker to the roles of a small group. Have the Fact Checker flag text evidence as children share text details in their responses.
- Together, brainstorm a list of questions that the Elaborator might ask in the group discussions. For example, *"What made you think that?;" "What more can you tell us about that event?"*
- At the end of the Small Group Discussion, have children decide if their group discussion earned a "thumbs up" or "thumbs down." Have children name reasons for their rating.

COMMON CORE CONNECTIONS
CCLS.ELA.SL.K.4

THE ROUTINE

- 1 Introduce the Small Group Discussion to children.
You are going to work together with a few other children to talk about the text we just read. I will give you a question or two to think about and discuss. Each of you will have a role to play in your group. You will each also have the job of sharing your thoughts about the text.
- 2 Organize children into groups of 3 or 4. Grouping can be in the form of ability grouping, interest grouping, or random grouping. Decide what works best for the task and your children.
- 3 For successful Small Group Discussions, have children sit in a circle so that all members of the group can both see and hear each other. Remind children to engage in eye contact with each of the members of the group as they take turns talking.
- 4 Introduce Small Group Discussion roles. These roles encourage all children to be active participants in the group. Group roles may include:
 - **Group Organizer:** introduces the task and keeps the group on target
 - **Clarifier:** restates what a group member has said to clarify and confirm
 - **Elaborator:** follows up with questions after a group member shares a response
 - **Reporter:** reports about the overall group discussion.
- 5 Pose an open-ended question to ensure an engaging conversation. If the question relates to a text, remind children to return to find supporting text evidence. Tasks may include thinking about a text through a graphic organizer. Suggestions are found in the teaching lessons.
- 6 State any parameters you have set, such as *“Talk in your groups for the next 10 minutes.”*
- 7 As group members take turns responding to the discussion question or the task outlined, remind them to respond appropriately. For example, *“I agree with you. I thought something similar when _____. I don’t agree with you because I remember reading _____.”*
- 8 Stop by each group briefly to monitor children’s conversations. If children aren’t engaged in rich discussion, offer prompts to encourage deeper conversations. For example: *“Show me the part of the text that supports your opinion;” “Tell me about the character. What words does the author use to describe the character?”*
- 9 As the end of the allotted time nears, remind children of the task. You might say, *“In these last few minutes, talk together about the most interesting part of your discussion. The Reporter can share this with the class.”* Encourage the Reporter to rehearse what he will say.

Read Aloud

RATIONALE

Read Aloud opportunities provide children with the chance to listen to a proficient reader model fluent reading. When children have the opportunity to listen to texts being read to them, the challenge of unlocking words and understanding difficult concepts becomes much easier thanks to the support of the proficient reader. Children are freed to listen and take in new vocabulary that often goes beyond the scope of what they would use in most oral language conversations. They also gain insight into how readers work their way through a variety of texts, such as reading dialogue with voice inflection or using text features like photos and captions.

The Read Aloud routine is an effective tool to use in a variety of group settings. Often the whole class will listen as you read aloud a text. Other times it may be helpful to read aloud to a small group, focusing on a particular reading or writing strategy, such as understanding and developing setting. For those individual students who need additional oral vocabulary knowledge, it may be helpful to read aloud one-on-one. As you read aloud, be aware of the number of times you stop to interject thoughts about the text. Plan your places for interjections carefully so as to not disrupt the flow of the overall reading. Consider these points when planning for a Read Aloud:

- What is my focus for this Read Aloud, for example, enjoyment, subject content, character development, text structure?
- What points in the text provide for the most natural stopping points to briefly discuss?

IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide children in becoming familiar with the Read Aloud routine:

- State a clear focus for the Read Aloud. For example, *“As I read, listen for the main characters that we are introduced to.”*
- Remind children that their primary role is to listen carefully to the text being read aloud.
- Model how to refer back to the text as you stop for brief conversations during the Read Aloud. For example, *“That diagram helped me better understand the information in the text about ____.”*
- Describe how key vocabulary deepens your understanding of the text. For example, *“I knew Tony was really happy because the author used the phrase delighted beyond words.”*
- As children respond to the text, model how to use language to respond politely to others’ views. For example, *“I agree with you. I think that ____.”* or *“I don’t agree with you because I think that ____.”*

Engage children in Read Alouds often. Read Alouds should vary in text length and genre. They can be as quick as reading aloud a poem to begin or end the school day or as long as 15 minutes to engage in a rich piece of literature.

GOING DEEPER

The following are additional activities that you may choose to do with children once they are familiar with the routine.

- Encourage higher-level thinking by asking children questions that require them to think specifically about the text or make connections from the text to themselves, other texts, or the world in general. For example, *“In what ways does the main character remind you of someone you know?”*
- At the end of the end of a Read Aloud, ask children to reflect on the reading by having them draw a picture or write a sentence as a response to the text. Suggestions for this appear in the teaching lessons.

COMMON CORE CONNECTIONS

CCLS.ELA.RL.K.1; CCLS.ELA.RL.K.10; CCLS.ELA.RI.K.1; CCLS.ELA.RI.K.10

THE ROUTINE

- 1 Introduce the Read Aloud routine to children.
I'm going to read aloud this text to you. Your job is to listen carefully for where this story takes place and how the author describes the setting. I'll stop from time to time for us to talk about what I've read.
- 2 Gather the group in a comfortable, intimate setting. If possible, gather where children can partake in the visual aspects of the text as well as hear you easily.
- 3 Before reading the text aloud, explore the text with children. Provide a synopsis of the text. Explain the genre. Give children knowledge that they may need to understand before hearing the text read to them, such as *"This text is broken into different parts. Each part will tell us about a fruit or vegetable."* Suggestions for exploring the text are found in the teaching lessons.
- 4 During the Read Aloud, stop briefly to monitor children's understandings of the text. Engage children in brief conversations, such as *"What do we know about the main character now?"* You may also model aloud your own thinking. For example, *"I learned something new. I did not know that grasshoppers had five eyes."*
- 5 After completing the Read Aloud, give children an opportunity to talk about the text. Ask engaging, open-ended questions that draw them back into the text. For example, *"In what part of the book did we learn about pumpkin plants?"* or *"How did Alex react when his grandma surprised him?"* Ask questions to confirm understanding and model how to clarify understanding. For example, *"I was a bit confused in this part of the book. I'm glad I continued to read on. The next page helped me understand Uncle Ron's reaction."*

Shared Reading/Read Together

RATIONALE

The Shared Reading/Read Together routine provides children with the opportunity to engage in the shared responsibilities of reading text. This opportunity falls in the middle of the gradual release model, providing children with some responsibility while continuing to receive support from a proficient reader. During Shared Reading/Read Together opportunities, the teacher's role is to support children as they engage with the text. The teacher often maintains control over the reading while at the same time encouraging children to read along and build their confidence in tackling text challenges at the word level, sentence level, and text level.

The Shared Reading/Read Together routine is an effective tool to use in a whole class or small group setting. The text is usually familiar to children but provides some language or text structure challenges. The familiarity provides comfort to readers as they tackle these text challenges with greater responsibility. As you plan for a Shared Reading/Read Together opportunity, keep the following things in mind:

- What roles will children play in the reading? Will they read aloud during dialogue or repeated refrains? Will they read along silently as you read aloud? Will volunteers take turns reading sections of the text?
- What role will you play as the proficient reader?
- What opportunities will you take to demonstrate effective reading or writing strategies?

IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide children in becoming familiar with the Shared Reading/Read Together routine:

- State a clear focus for the Shared Reading/Read Together opportunity. For example, *"As we read together, look for words that tell about the how the main character feels."*
- Remind children that you are reading the text together, therefore, they are to be active readers right along with you.
- Stop periodically to check children's comprehension or to model a strategy. For example, *"Wait a minute! The author went back in time here. I have to think carefully about the order in which the story events happen."*
- As children unpack key vocabulary, encourage them to think aloud about how they come to understand that vocabulary. Model appropriate strategies, such as using illustrations and context clues, reading on, or rereading to understand these terms.
- As children respond to the text and to their peers' responses about the text, remind them to listen carefully to what their classmates have to say. Then they may state their own opinions and support their opinions with reasons and text evidence.

Engage children in Shared Reading/Read Together opportunities during all subject matter lessons. Shared Reading/Read Together opportunities give young children the experience of engaging in more challenging text in a highly supportive way. Text conversations during Shared Reading/Read Together opportunities are rich and supportive, building children's oral vocabularies as well.

GOING DEEPER

The following are additional activities that you may choose to do with children once they are familiar with the routine.

- As you return to familiar text, invite children to role-play characters in a fictional text. In an informational text, have volunteers read aloud captions for photos. Always encourage children to read along with you as they feel comfortable.
- After reading, have pairs discuss their a-ha moments as they read the text. Provide them with an open-ended question to discuss. See the teaching lessons for such questions.

COMMON CORE CONNECTIONS

CCLS.ELA.RL.K.1; CCLS.ELA.RL.K.10; CCLS.ELA.RI.K.1; CCLS.ELA.RI.K.10

THE ROUTINE

- 1 Introduce the Shared Reading/Read Together routine. For example:
We're going to read this text together. As we read, your role will be to follow along and help me with the character dialogue. As we read, let's look for words or phrases the author uses to describe the characters.
- 2 You may gather the group in a comfortable, intimate setting to promote a sense of working together through the text.
- 3 During the Shared Reading/Read Together, point out print conventions. Besides unlocking text meaning, this is an opportunity to model how text works, for example, reading from top to bottom and left to right, navigating text features, and attending to punctuation.
- 4 Stop briefly to monitor children's understandings of the text. Engage children in brief conversations, such as *"Name something new you learned,"* or *"Where does this story take place?"* Model your own thinking aloud, helping children understand how a proficient reader navigates text and overcomes challenges. Upon subsequent similar challenges, invite children to model their thinking. This allows you to assess children's understanding of what you previously modeled and their abilities to overcome challenges as they read.
- 5 After completing the Shared Reading/Read Together, discuss the text's overall meaning followed by open-ended questions that focus on more specific things, such as setting, characters, or text structure. Have children use text evidence to support their responses.

Independent Reading

RATIONALE

Independent Reading is reading children do on their own. Most often Independent Reading is done with self-selected texts at a child's independent reading level. In the early grades, Independent Reading gives children an opportunity to discover books and practice their understandings of print conventions. As beginning readers, Independent Reading provides practice in word recognition, word decoding skills, vocabulary knowledge, fluency skills, and comprehension strategies. Children practice these things with text that they can access with great accuracy.

Having an Independent Reading routine in your classroom is essential. Read Aloud and Shared Reading opportunities pave the way for children to take full control during Independent Reading. Children see models of proficient readers in Read Aloud and Shared Reading experiences. They transfer understandings from these experiences to use independently.

The Independent Reading routine is an effective tool to use after children have experienced rich conversations about text in Read Aloud and Shared Reading experiences. The text children read during Independent Reading is often chosen by the child. The teacher's role is to guide children in choosing appropriate texts, both literary and informational, and to assess that children are understanding what they read on their own.

IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide children in becoming familiar with the Independent Reading routine:

- Set a time frame for the Independent Reading. It should be a daily routine with at least 15 minutes of reading time devoted to children reading independently.
- State a clear focus. For example, *"As you read your informational texts, pay attention to the text features. Think about which ones are most helpful to understanding the text."*
- Remind children that they are reading independently, so it is important for them to find their own space to read quietly.
- Check in periodically with each child. Take time to model a reading strategy that you have noted he or she needs additional practice with. For example, *"What word(s) have you come across that you didn't know? What did you do? I would read on and see if there was more information in the text about the word's meaning. Why don't you try that the next time you find a word you don't know?"*
- As children wrap up their daily Independent Reading time, give them time to reflect on their reading, whether they share with the class, a small group, a partner, you, or in a journal. You may also wrap up this time with a quick class discussion, asking children to share examples from what they read that connect to the focus you provided earlier.

As children engage in Independent Reading, help them understand that this is the time to practice the skills and strategies they have learned in Read Alouds and Shared Reading experiences. Remind them to read a variety of genres.

GOING DEEPER

The following are additional activities that you may choose to do with children once they are familiar with the routine.

- As children read for longer periods of time, ask them to journal as they read or after they read. This will help them solidify their understandings of the text.
- Have children work with partners to describe what they have read and why others should read that book.

COMMON CORE CONNECTIONS

CCLS.ELA.RL.K.1; CCLS.ELA.RL.K.2; CCLS.ELA.RL.K.3; CCLS.ELA.RL.K.10; CCLS.ELA.RI.K.1; CCLS.ELA.RI.K.2; CCLS.ELA.RI.K.3; CCLS.ELA.RI.K.10

THE ROUTINE

- 1** Introduce the Independent Reading routine to children. For example:
Now you get to read a book of your choosing. To choose a book, first do a test. Open the book up to any page. Then try to read it. Can you read most of the words on the page? If so, then the book is likely “just right” for you to read. It is okay to have some hard words to work through, but you want to make sure that you can read most of the words.
- 2** Have children find a comfortable place to dive into their Independent Reading. Just as we like to read for pleasure in a comfortable place; children want that, too.
- 3** Provide children with a focus for the day’s Independent Reading. For example, you might ask all children to read a narrative and focus on details that describe the story’s setting.
- 4** Check in with individuals as they read independently. Ask probing questions to assess whether they are reading and understanding appropriately leveled books. Independent Reading is the time for children to practice everything they have learned in Read Aloud and Shared Reading experiences. It is not the time for children to become frustrated with challenges.
- 5** As you check in with individuals about their reading, ask open-ended questions that help you assess comprehension and give you insight into the reading strategies they use to overcome challenges they may face. Open-ended questions may include *“What is the main idea of the text?”* or *“How did you figure out the meaning of this word?”*
- 6** After Independent Reading time, have volunteers share how their reading connected to the focus you provided for that day. Ask all children to reflect on their reading, having them draw a picture of the main topic or write a sentence that tells the most interesting thing they read. You might also have them write or explain the strategy that most helped them with their reading. Whatever the task, it is important for children to have time to reflect on their reading.

Text Club

RATIONALE

A Text Club provides a format in which 4–6 children are part of a temporary reading community with their peers. A Text Club allows children to read and discuss texts from different genres. By reading and discussing multiple genres, children develop genre knowledge and begin to build genre preferences. As children participate in peer conversations centered around texts, they develop critical and creative thinking skills. Children learn responsibility as they prepare to meet with their Text Clubs. They must read the book ahead of time and plan how they will fulfill their group roles. They learn to reflect on their own learning development as well.

As you prepare to implement Text Clubs, consider:

- the reading abilities of children. For children who are still unable to read independently, choose texts that they can listen to on audio recordings while they follow along or invite volunteers or older students to read the Text Club books to children before their Text Club meeting.
- modeling thoughtful responses about texts through read aloud and shared text discussions. Children are more likely to succeed with and enjoy Text Clubs if they have had experience with meaningful text discussions.

IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce Text Clubs:

- Give children job description cards to define each role's responsibilities.
- Preview titles by providing text summaries or reading a few pages aloud.
- Initially, have groups meet for 5 minutes to discuss an aspect of a text and practice roles. For instance, the Text Club might talk about the most important character or the text structure.
- Assess children's work during Text Club discussions by observing their interactions with peers and the text. Children can assess their own performance through checklists and conferences with you.

GOING DEEPER

You may choose to do these activities once children are familiar with the routine.

- Have Text Clubs engage in projects to share texts with the class. For example, they may put on a puppet show or make a poster of interesting facts.
- Have children write or draw in reading journals after Text Club discussions. Provide sentence frames, such as *I shared _____; I learned _____; I like/ dislike the book because _____.*

COMMON CORE CONNECTIONS

CCLS.ELA.RL.K.1; CCLS.ELA.RL.K.2; CCLS.ELA.RL.K.3; CCLS.ELA.RL.K.4; CCLS.ELA.RL.K.5; CCLS.ELA.RL.K.6; CCLS.ELA.RL.K.7; CCLS.ELA.RL.K.9; CCLS.ELA.RL.K.10; CCLS.ELA.RI.K.1; CCLS.ELA.RI.K.2; CCLS.ELA.RI.K.3; CCLS.ELA.RI.K.4; CCLS.ELA.RI.K.5; CCLS.ELA.RI.K.6; CCLS.ELA.RI.K.7; CCLS.ELA.RI.K.8; CCLS.ELA.RI.K.9; CCLS.ELA.RI.K.10

THE ROUTINE

- 1 Introduce children to the idea of a Text Club.
In your Text Club, everyone will read the text on their own. Then Text Club members will share their thoughts with each other. For example, you may talk about how a character made you feel or about an interesting fact. Each of you will have a job to help your Text Club get the most out of your discussion together.
- 2 Introduce and model Text Club roles. Initially, children will need time to practice each role. Sample roles include:
 - Discussion Leader:** leads the group discussion and keeps everyone on task
 - Word Wizard:** finds new, interesting, or challenging vocabulary words
 - Connector:** looks for connections between the text and the real world
 - Summarizer:** shares a short summary of the book being discussed
 - Art Director:** creates a drawing or diagram connected to the reading
- 3 Preview 3–5 texts that children may choose to read for Text Clubs. Include a variety of text levels so that all reading abilities are covered. Then give children time to preview the texts on their own and sign up for the texts they want to read. This sign-up system forms the Text Clubs. Each group member should have their own copy of the text.
- 4 Children read the text and prepare for the Text Club meeting. Depending on their roles, they may have additional work to do ahead of time, for example, the Word Wizard will want to flag interesting words to discuss at the meeting.
- 5 Children meet and discuss the text. They may only meet one time to discuss a text depending on text complexity and length. Rotate among Text Club discussions. Prompt for rich conversations with questions, such as *“What was the most interesting fact you learned?”* or *“Which character reminded you of someone you know?”*
- 6 After Text Club discussions, have children share the texts with the class.
- 7 Debrief with each Text Club to assess individual’s comprehension and group interactions. Ask children to rate their discussion with a “thumbs up” or “thumbs down” and explain their reasons.

Text-Based Vocabulary Routine: Informational

RATIONALE

Informational texts provide opportunities for children to develop subject matter concepts as well as build connections between words that are unique to those subject matter concepts. Because the number of words in English is enormous, and all words cannot be taught, it is imperative to both explicitly teach needed vocabulary for understanding text and provide children with a set of strategies for determining word and phrase meaning independently as they encounter them in texts. As children build their knowledge of vocabulary related to subject matters, it is important that they can call on their understandings of affixes, inflected endings, and root words, as well as learn to derive meaning from text information, such as pictures, charts, and context to understand the meaning of key words and phrases.

In informational texts, some of the critical vocabulary is more technical and singular in terms of relating to specific concepts and important to making meaning of the text. Readers have a greater challenge to comprehend specialized informational text vocabulary because the words rarely have synonyms. They are less able to use their own background knowledge of similar words to help comprehend such specific text. It is important to provide children with opportunities to experiment with and develop conceptual vocabularies so that they will move through the grades with a basic foundation of such words.

When planning Text-Based Vocabulary lessons for informational text, consider providing:

- opportunities for children to engage with the vocabulary through experimentations as well as conversations. For example, if reading an informational book about magnets, children will better understand the vocabulary *magnetic field*, *poles*, *attract*, and *repel* if they experiment with magnets and actually see these terms in action. Conversations then lead to better understanding and correct usage of those terms in oral language.
- rigorous vocabulary instruction to help children expand their domain-specific vocabularies.

IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide children in becoming familiar with the Text-Based Vocabulary routine:

- Pronounce the word orally and then have children repeat it two times. Read aloud the passage in which the word is found in the text.
- Discuss the word's meaning through context clues, text features, a glossary, or a children's dictionary.
- Create a semantic map of the word so that children see the connections between the word and related words. Have children use the map to create sentences using the word.

As children engage in Text-Based Vocabulary discussions, their word knowledge will grow. The more words children know, the more words they can read and understand in text and use in their writing. In addition, the more children know about how words work in texts, the more they will be able to comprehend complex content-area texts.

GOING DEEPER

You may choose to do these additional activities once children are familiar with the routine.

- As you read an informational text, sort specialized words into categories to create connections for children. For example, a book about seasons includes words like *autumn*, *spring*, *summer*, and *winter* as categories. Within each season, there are words specific to them, such as *harvest*, *bloom*, *humid*, and *snow*.
- Have children create word poems. They may draw a meaningful shape to represent the word and then list words around the outline of the shape that connect to the word. For example, an outline of the sun might have the words *rays*, *heat*, *bright*, and *star* around it.

COMMON CORE CONNECTIONS

CCLS.ELA.RL.K.4; CCLS.ELA.RI.K.4; CCLS.ELA.L.K.4; CCLS.ELA.L.K.5; CCLS.ELA.L.K.6

THE ROUTINE

- 1 Introduce the Text-Based Vocabulary routine to children. For example, *As we read informational text, we will come across words that we have not seen or heard before. Sometimes the author gives us the meaning of the words right in the text. Other times, we might have to read on to understand what the word means, or we might have to look at a diagram in the text to understand the word.*
- 2 Write or display the sentence or passage containing the word. Say the word aloud and have children repeat the word. Use the word in another sentence, providing children with a similar context in which to hear the word used. For example, “*Leaves sprout on the trees*” is found in the text. You might share this sentence: “*Young plants sprout from the ground.*”
- 3 If there are context clues to help establish meaning of the word, have children share those. Help children understand how the word relates to other words. For example, in *Supermarket* by Kathleen Krull, the text reads “*Behind all the eggs, milk, yogurt, and cheese is a refrigerated area keeping everything cold.*” The word *refrigerated* is defined further on in the sentence with the words *keeping everything cold*. Point out that *refrigerated* is similar to the word *refrigerator*, which most children are likely familiar with.
- 4 If the word is boldface in the text, show children how to find the glossary in the book and read the glossary definition aloud. If not, you might want to look it up in a dictionary. However, be aware that sometimes definitions of technical words are not helpful if children do not have some foundational knowledge regarding the concept.
- 5 Create a semantic map with children. This helps children see and make connections between the unknown word and known words and/or concepts. Samples of semantic maps can be found online by searching “semantic maps for vocabulary words.”
- 6 Encourage children to use the semantic map to help them use the word in a sentence. They can turn to a partner and have a quick one-minute conversation using the word. Have volunteers share their sentences with the class so that you may assess children’s understanding.

Text-Based Vocabulary Routine: Literary

RATIONALE

As children develop their oral and written vocabulary, they will encounter many words that they have not read before or used in their oral language. The number of words in English is enormous, and all words cannot be taught. Therefore, it is imperative to help children understand strategies to address and comprehend new vocabulary as they come upon them in texts. Children not only need to learn foundational skills in letter-sound knowledge, but they also need to develop an understanding of the complexities of affixes, inflected endings, root words, and multiple meanings as they pertain to individual words.

In narratives, vocabulary may center around categories of words, such as motivations, traits, emotions, actions, movement, communication, and character names. The vocabulary in narratives may be unique to the text and are unlikely to appear frequently in other texts. For example, in Eric Carle's *A House for Hermit Crab*, Carle says, "*He had felt safe and snug in his shell. But now it was too snug.*" The word *snug* is likely not a word children will encounter in many texts or use in many conversations. Yet it perfectly describes how Hermit Crab is feeling in his shell. It is important to address these kinds of words so that children understand the text and how to tackle similar unique words in other literary texts.

When planning Text-Based Vocabulary lessons, consider that:

- teaching vocabulary words with lively routines develops vocabulary and stimulates an interest in and awareness of words that children can apply in their independent reading.
- rigorous vocabulary instruction helps children expand their oral vocabularies so that they truly "own" the new words and use them in their daily lives.

IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide children in becoming familiar with the Text-Based Vocabulary routine:

- Pronounce the word and have children repeat it. Read aloud to them the passage in which the word is found in the text.
- Discuss the word's meaning within the given context. Rephrase the meaning in language that children can understand.
- Have a volunteer use the word in a sentence that is similar to the passage. Then have a volunteer use the word in a new context. Talk about the different usages.
- Discuss synonyms for the word. Reread the passage, substituting synonyms for the word. Talk about why the author may have chosen that word rather than one of its synonyms.

As children engage in Text-Based Vocabulary discussions, their word knowledge will grow. The more words children know, the more words they can read and understand in text and use in their writing. In addition, the more children know about how words work in texts, the more they will be able to comprehend complex texts.

GOING DEEPER

You may choose to do these additional activities with children once they are familiar with the routine.

- Create word webs and post them around the room for children to reference when they write. Add synonyms or morphological family members of the word. For example, *snug*, *comfortable*, *comfort*, *tight*.
- Engage children in Word Hunts during read alouds, shared reading experiences, or independent reading time. Have them look for words that may be similar to or opposite from the featured words in the Text-Based Vocabulary instruction for the day.
- Have children suggest words to add to the classroom word wall.

COMMON CORE CONNECTIONS

CCLS.ELA.RL.K.4; CCLS.ELA.RI.K.4; CCLS.ELA.L.K.4; CCLS.ELA.L.K.5; CCLS.ELA.L.K.6

THE ROUTINE

- 1 Introduce the Text-Based Vocabulary routine to children. For example, *As we read narrative text, we will come across words that we have not seen before. Authors often give us clues to understand those words. Sometimes we need to look closely at the word and break it into word parts. Sometimes we need to look in a dictionary to define it. Let's look at how words work.*
- 2 Write or display the sentence or passage containing the word. Break the word into syllables and pronounce it. Have children repeat the word and share context clues about its meaning. This brings children back into the text. Help children understand the part of speech. For example, *Snug is a describing word. We call it an adjective.*
- 3 Model looking up the word in a children's dictionary and then read a simple definition. Relate the meaning to its use in the text to ensure comprehension. For example: *Snug can mean: "providing physical comfort; comfortable," or "firmly positioned in place and difficult to dislodge; tight." The use of snug in the first sentence fits the first definition: He had felt safe and snug in his shell. The use of snug in the second sentence fits the second definition. Now the word snug means that Hermit Crab's shell is tight, not that he is too comfortable in his shell.*
- 4 Use the word in other ways, for example, *After washing and drying my sweater, it was snug on me.* Then discuss the word in more depth. For example, *Why do you think Eric Carle used snug instead of tight to explain Hermit Crab's shell?*
- 5 Help children list synonyms for the word. Then compare and contrast the word with those synonyms. How is *tight* different from *snug*? How is *comfortable* different from *snug*?
- 6 Encourage children to practice using the word in a sentence. They can turn to a partner and have a quick one-minute conversation using the word. Have volunteers share their sentences with the class so that you may assess children's understanding.

Reading Wrap-Up

RATIONALE

Reading Wrap-Up is a 5–10 minute concluding activity held at the end of a reading lesson. Children come together as a community of readers and summarize what they have learned during the reading lesson. In Reading Wrap-Up, children are encouraged to make connections between previous learning and new ideas that emerged in today's lesson. Children share their own insights about the text and are encouraged to add on to what their classmates said before them. Children practice both their speaking and listening proficiencies. You can quickly assess the success of a lesson by observing and listening to children explain what they have learned in their own words.

As you plan for Reading Wrap-Ups, keep in mind:

- the end goal of the lesson. Prompt children with discussion questions that relate to this end goal.
- the types of questions you prompt children with. Provide opportunities for children to share their opinions and ideas or to ask questions.

IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide children in meaningful participation in the Reading Wrap-Up.

- Be sure to schedule time at the end of the lesson for this important opportunity to make connections, recall and apply learning, and celebrate accomplishments.
- State a clear focus for the wrap-up. For example, *"Today we learned how to use an index. An index helps readers find information in a book. Let's talk about when a reader might want to use an index."*
- Teach children how to use language to respond to others' views. For example, *"That was the part I thought was most interesting, too. Why did you find it so interesting?"* or *"I was really surprised at the ending! Did you think it was going to turn out that way? Why did you think so?"*

GOING DEEPER

These additional activities may be done with children once they are familiar with the Reading Wrap-Up routine.

- Before having children share their observations in a wrap-up discussion, have them write or draw for one minute in their journals about what they read during the lesson. This will help children focus their thinking and remember what they want to say before speaking in front of the group.
- Have each child write down one big idea from the lesson's reading. Have each child share his or her big idea with the group or with a partner.
- Remind children to use what they have learned, noticed, or thought about in the reading lesson as they move through the rest of the day. For example, *"Today in our reading we learned about the beginning, middle, and end of a story. Who can tell us what happened at the beginning, middle, and end of our day today?"*

COMMON CORE CONNECTIONS

CCLS.ELA.RL.K.1; CCLS.ELA.RL.K.2; CCLS.ELA.RI.K.1; CCLS.ELA.RI.K.2

THE ROUTINE

- 1 Bring children together for a 5–10 minute wrap-up of the reading lesson.
- 2 Quickly review the lesson objectives and the text read during the lesson.
Today we read an informational text. An informational text tells about things that are real and true. This text told about how plants grow. The words told us how plants grow, and the photographs showed us how they grow.
- 3 Pose open-ended questions to prompt meaningful conversation about the text read. Begin questions with *who*, *what*, *when*, *where*, *why*, and *how*. For example, *“What is one thing you remember from what we read today?”* *“Which part of the text did you like best? Why did you like it?”* or *“Who else do you know is like this character? How are they alike?”*
- 4 Encourage children to ask questions about the text or skills taught. If time allows, review, re-teach, or make notes to follow up in future lessons.
- 5 You may discuss any reading homework or talk about upcoming texts to be read. For example, *“Tomorrow we’ll be finishing our story maps and drawing pictures of our favorite part of the text.”*

Writing Wrap-Up

RATIONALE

Writing Wrap-Up is a 5–10 minute concluding activity held at the end of each writing lesson. Children are given time to discuss their writing with their peers as a community of writers. In Writing Wrap-Up, children are encouraged to share their writing and any new understandings they have about the craft of writing. You can quickly assess the success of a lesson by listening to children talk about their writing and their new understandings about the craft of writing.

As you plan for Writing Wrap-Ups, keep in mind:

- the format in which children will share their writing: with partners, in small groups, or as a whole class.
- the focus of the feedback. Do you want others providing suggestions for revisions? Do you want others commenting on the strongest parts of the writing? Do you want others making connections between their own writing and that of the student sharing?

IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide children in meaningful participation in the Writing Wrap-Up.

- Be sure to schedule time at the end of a writing lesson for children to recall what they learned during the writing lesson, share their writing with others, and celebrate accomplishments.
- State a clear focus for wrap-up. For example: *Today we learned how authors use describing words to tell about their characters. Find places in your writing or your picture where you add details to describe your character.* Give children a minute to review their writing and prepare to share based on the wrap-up focus.
- Before asking children to provide feedback to their classmates' writing, model for them constructive ways to respond. For example, *"I like how you described your character as grumpy. That helped me really understand how he was feeling about missing the bus."*

GOING DEEPER

These additional activities may be done with children once they are familiar with the Writing Wrap-Up routine.

- Before children share their writing with others, have them talk with a partner for one minute about what they wrote during the lesson. Encourage them to talk about what they enjoyed most about the writing exercise or what they found to be most challenging.
- Give each child an index card. Have them write or draw what they talked about or learned in the writing lesson that day. Share a few examples during the wrap-up and then send the cards home with children to share with their families.
- Remind children to use what they have learned, noticed, or thought about in today's writing lesson as they move through the rest of the day. For example, *During writing today, we talked about the topic of the text we read. As we do more reading in science today, think about what the topic is.*

COMMON CORE CONNECTIONS
CCLS.ELA.SL.K.1; CCLS.ELA.W.K.5

THE ROUTINE

- 1** Bring children together for a 5–10 minute wrap-up of the reading lesson.
- 2** Quickly review the lesson objectives and the writing task.
Today we talked about choosing a topic for writing. You drew three ideas for things you might write about.
- 3** Have children share their writing and new understandings with each other. This may be done in pairs, small groups, or with volunteers sharing with the whole class. Prompt children to discuss writing in thoughtful ways by suggesting open-ended questions, such as *“What part of your classmate’s writing was most interesting to you? Why?”*
- 4** Discuss any questions children have about the writing skills they have learned. If time allows to review or re-teach, do so, or make notes to review in future lessons.
- 5** Preview for children how today’s lesson will carry over to the next writing lesson. For example, *“Today we created a character for our stories. Tomorrow we will draw the beginning, middle, and end of our stories.”*

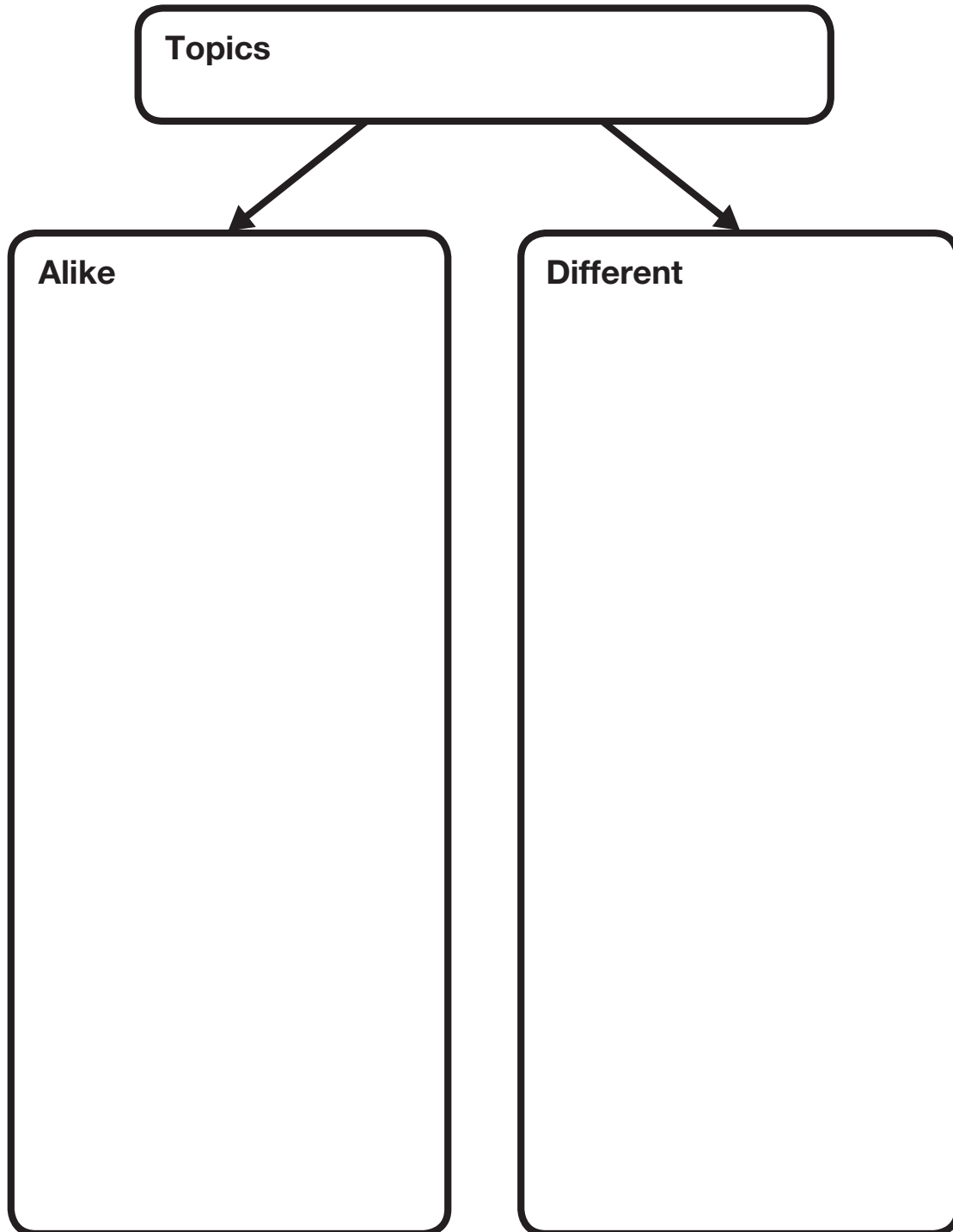
Cause and Effect

Causes

Effects

<div></div> <div>Why did it happen?</div>	<div></div> <div>What happened?</div>
<div></div> <div>Why did it happen?</div>	<div></div> <div>What happened?</div>
<div></div> <div>Why did it happen?</div>	<div></div> <div>What happened?</div>

Compare and Contrast

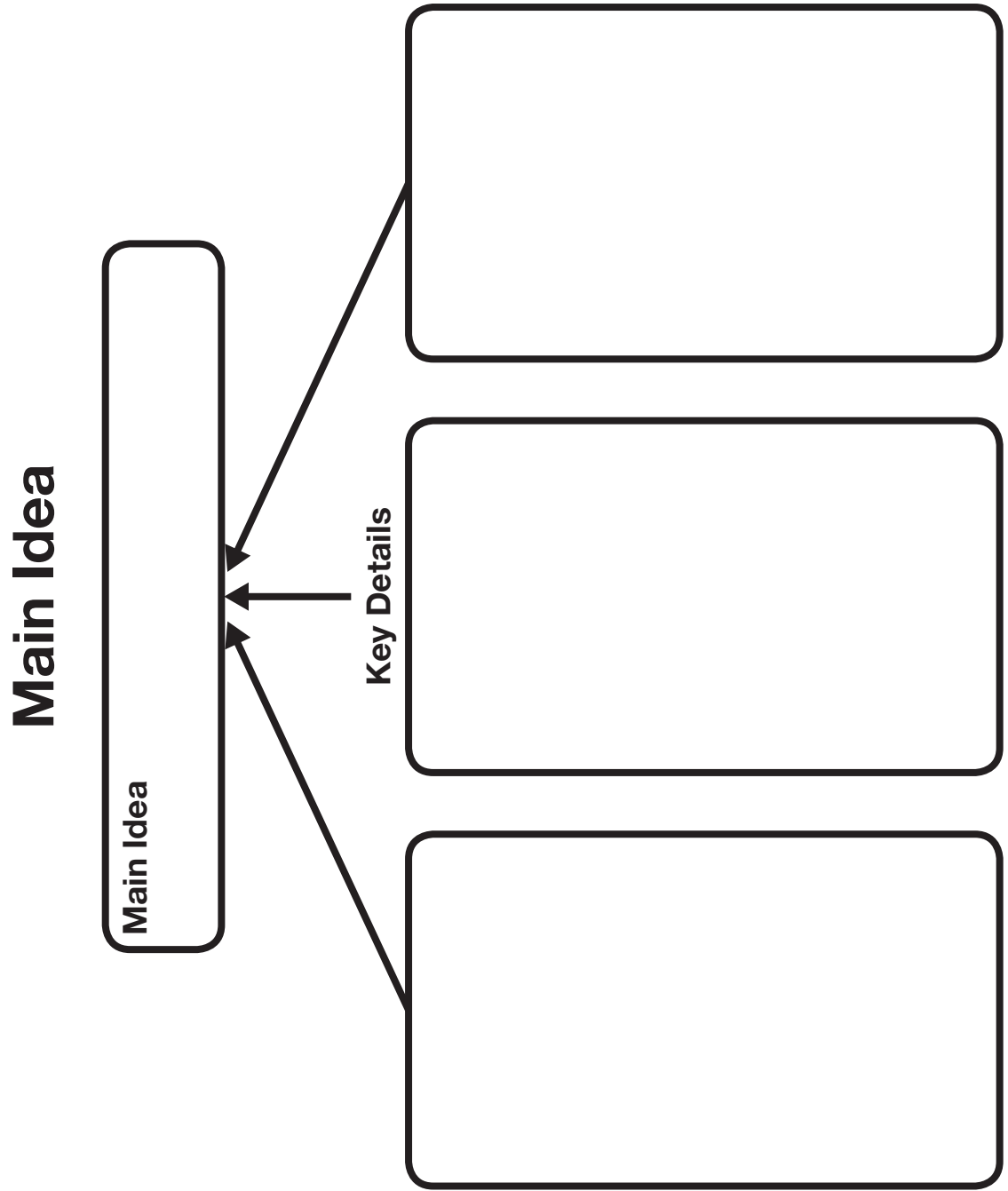


Four-Column Chart

K-W-L Chart

Topic _____

What We Know	What We Want to Know	What We Learned



Story Sequence A

Title _____

Beginning



Middle



End



Story Sequence B

Title	
Characters	Setting

↓

Events 1. First	
--------------------	--

↓

2. Next	
---------	--

↓

3. Then	
---------	--

↓

4. Last	
---------	--

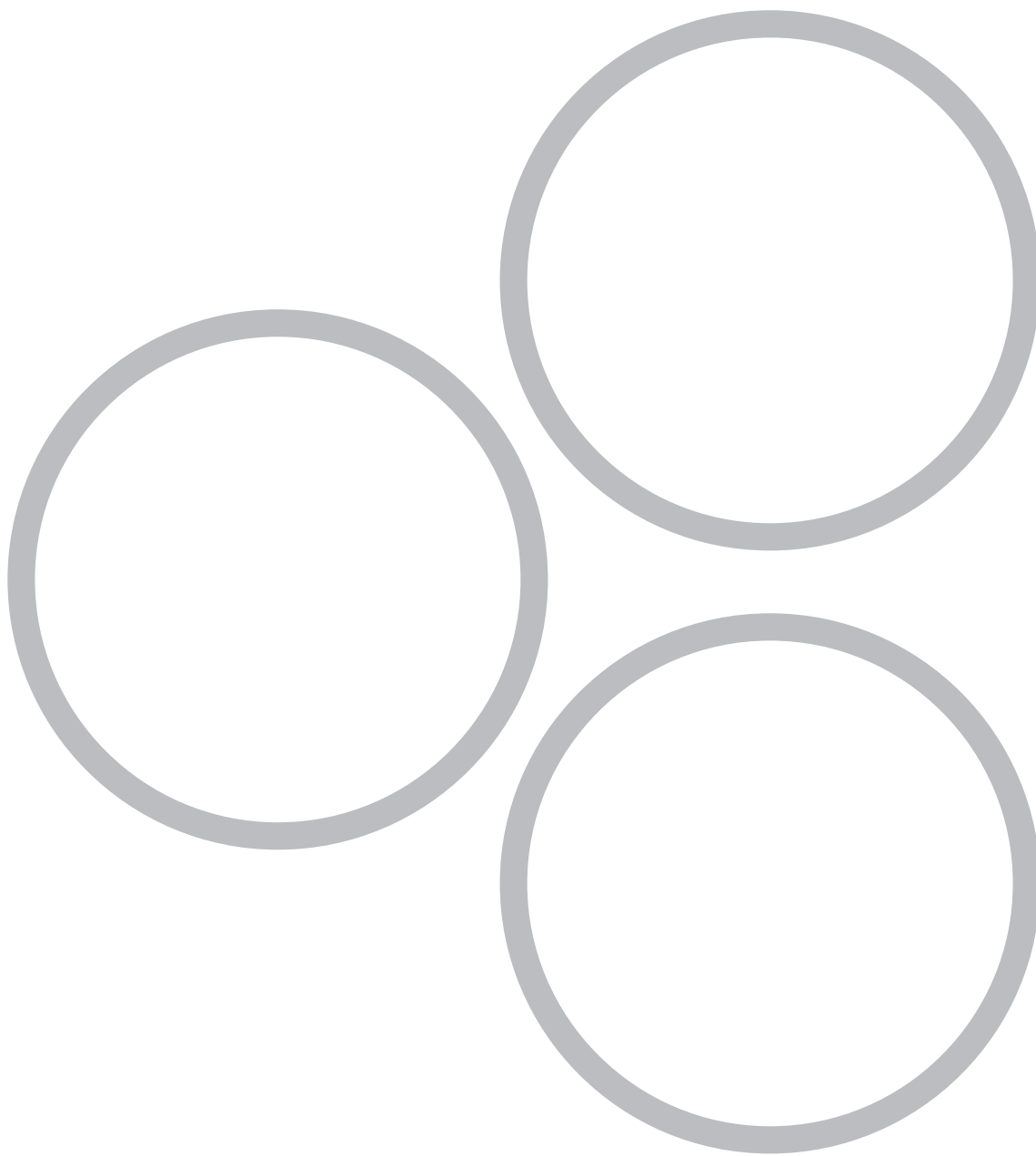
T-Chart

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Three-Column Chart

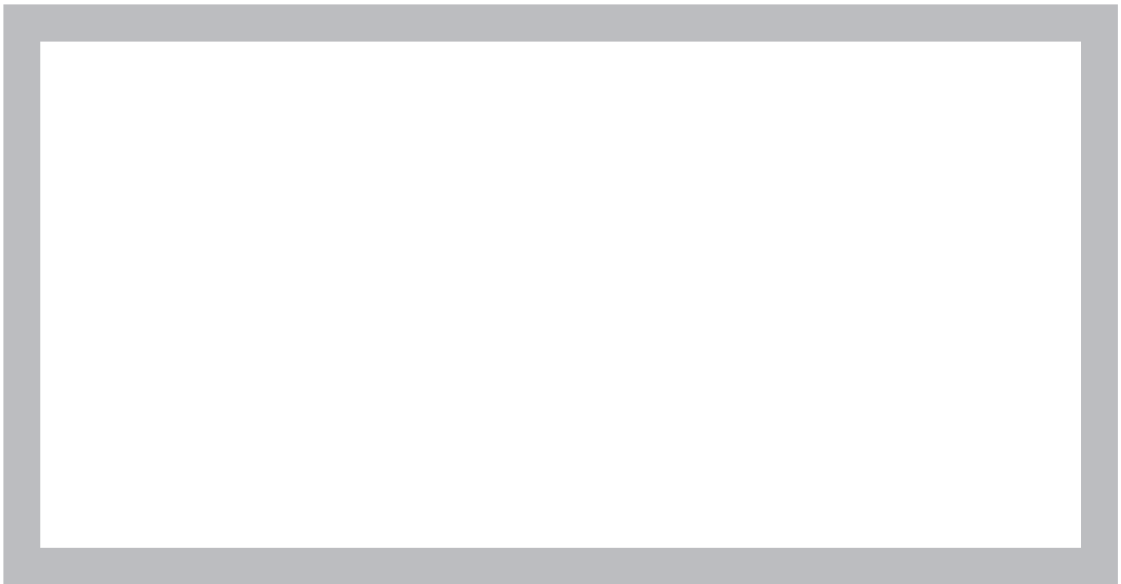
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Three Sorting Circles



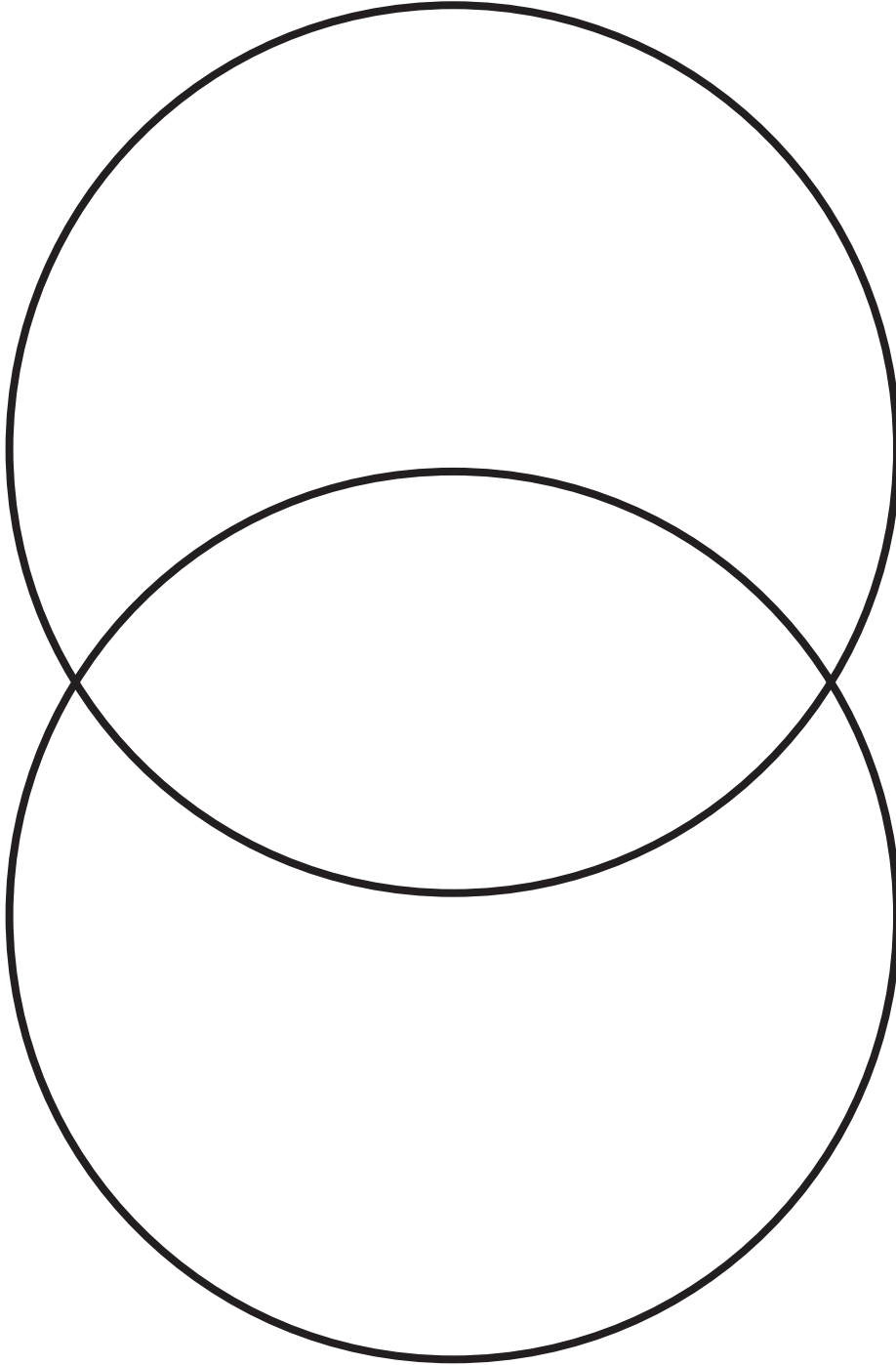
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Two Sorting Boxes



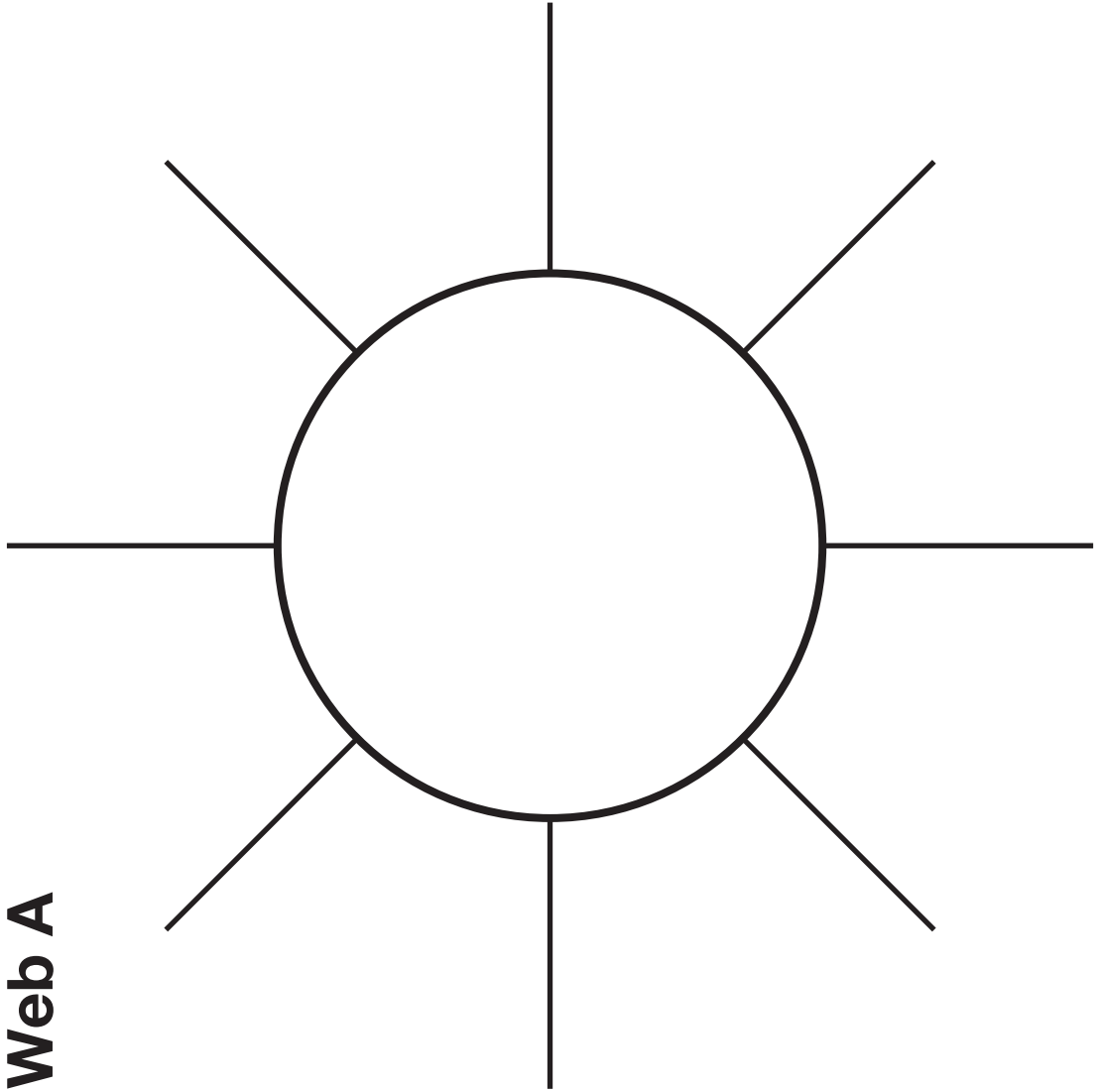
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Venn Diagram

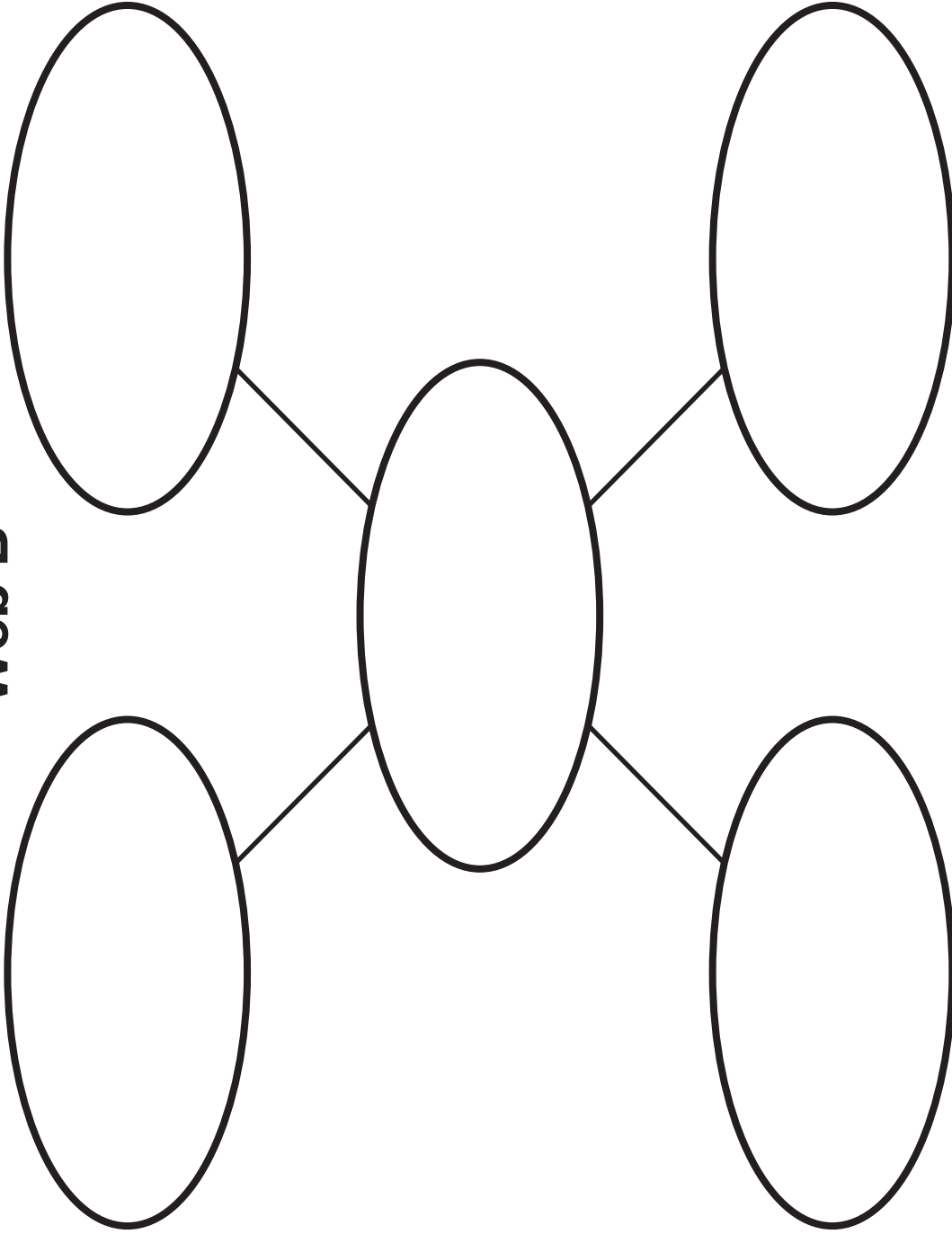


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Web A



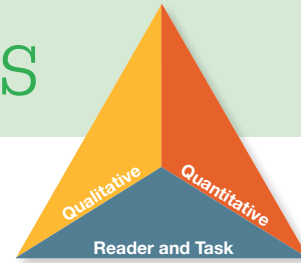
Web B



Word Rating Chart

Word	Know	Have Seen	Don't Know

Text Complexity Rubrics



Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of ***Come On, Rain!***

QUANTITATIVE MEASURES

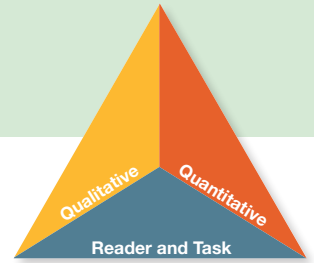
LEXILE	AD780L
AVERAGE SENTENCE LENGTH	10.51
WORD FREQUENCY	3.33
WORD COUNT	872

QUALITATIVE MEASURES

LEVELS OF MEANING	accessible theme (how a multicultural neighborhood is impacted and united by the weather)
STRUCTURE	conventional narrative structure; clear sequence of events
LANGUAGE CONVENTIONALITY AND CLARITY	frequent advanced vocabulary (e.g., <i>listless</i> , <i>parched</i>); poetic images throughout
THEME AND KNOWLEDGE DEMANDS	summer in a city apartment complex, how weather affects people and nature

READER AND TASK CONSIDERATIONS

PREPARING TO READ THE TEXT	LEVELED TASKS
Have children share how they felt on a very hot day. Discuss how a lack of rain might affect people and plants.	Have children list words from the text that describe people and plants before the rain and after the rain. Clarify the meanings of any words that are unfamiliar. Then discuss, based on these words, what effects the rain has on the neighborhood.



Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of *The Snowy Day*.

QUANTITATIVE MEASURES

LEXILE	AD500L
AVERAGE SENTENCE LENGTH	10.45
WORD FREQUENCY	3.80
WORD COUNT	324

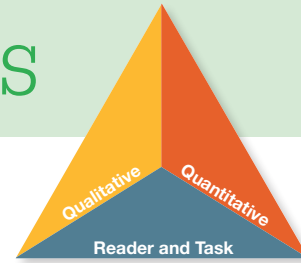
QUALITATIVE MEASURES

LEVELS OF MEANING	accessible, straightforward theme (a child's wonder and excitement about snow)
STRUCTURE	conventional narrative structure; clear sequence of events
LANGUAGE CONVENTIONALITY AND CLARITY	frequent sensory images; simple sentence structure
THEME AND KNOWLEDGE DEMANDS	how snow changes the land; what people do for fun when it snows

READER AND TASK CONSIDERATIONS

PREPARING TO READ THE TEXT	LEVELED TASKS
Have children describe how they feel and what they like to do when it snows.	Review as a group details about the main character's adventures, thoughts, emotions, and dreams about snow. Have children use these details to describe what the snow means to this character.

Text Complexity Rubrics



Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of ***What Will the Weather Be?***

QUANTITATIVE MEASURES

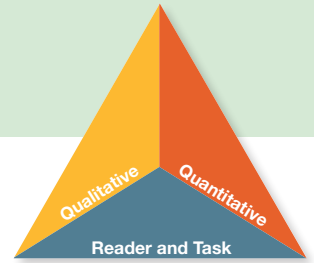
LEXILE	500L
AVERAGE SENTENCE LENGTH	8.50
WORD FREQUENCY	3.72
PAGE COUNT	32

QUALITATIVE MEASURES

LEVELS OF MEANING	complex topic (how weather forecasting is made possible by special instruments and by basic weather patterns and principles)
STRUCTURE	conventional narrative introduction that provides context for the detailed, technical information about weather and weather prediction that comprises the bulk of the text
LANGUAGE CONVENTIONALITY AND CLARITY	topic-specific vocabulary (<i>front, meteorologist, water vapor, barometer</i>), most terms defined in text or reinforced by artwork, including diagrams
THEME AND KNOWLEDGE DEMANDS	a basic understanding of what a weather forecast is and how meteorologists predict the weather

READER AND TASK CONSIDERATIONS

PREPARING TO READ THE TEXT	LEVELED TASKS
Ask children to share what they know about weather forecasts. Consider reading aloud or playing a recording of a forecast as an example of the kinds of things weather forecasts include. Then have students name different types of weather: sunny, cloudy, rainy, foggy, windy, snowy.	Have children review the meanings of topic-specific words from the text, such as <i>front, meteorologist, temperature, water vapor, and air pressure</i> . Then have them practice using these words correctly in sentences of their own. As necessary, provide sentence frames: _____ <i>measure</i> _____, _____, and _____ <i>in order to predict the weather</i> .



Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of ***Weather Words and What They Mean.***

QUANTITATIVE MEASURES

LEXILE	450L
AVERAGE SENTENCE LENGTH	9.63
WORD FREQUENCY	3.62
WORD COUNT	30

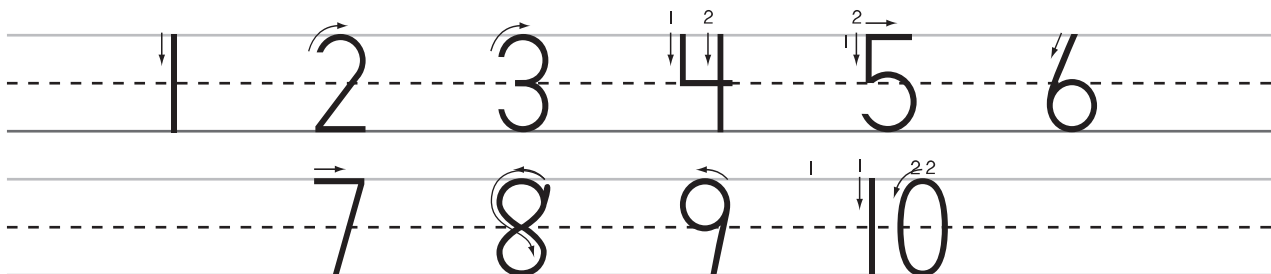
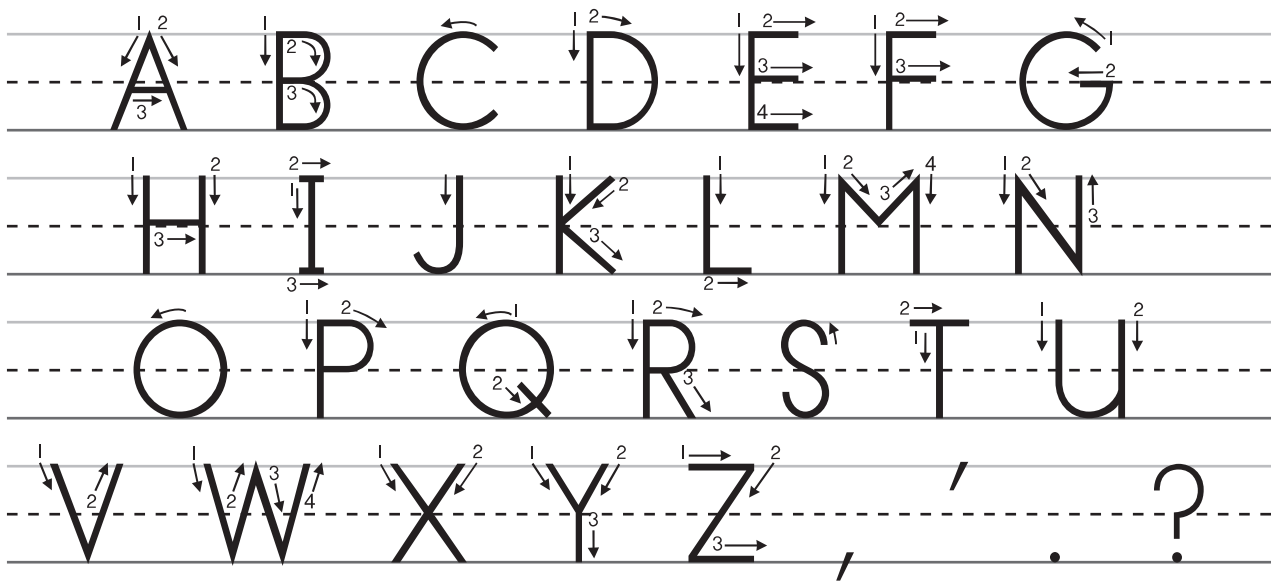
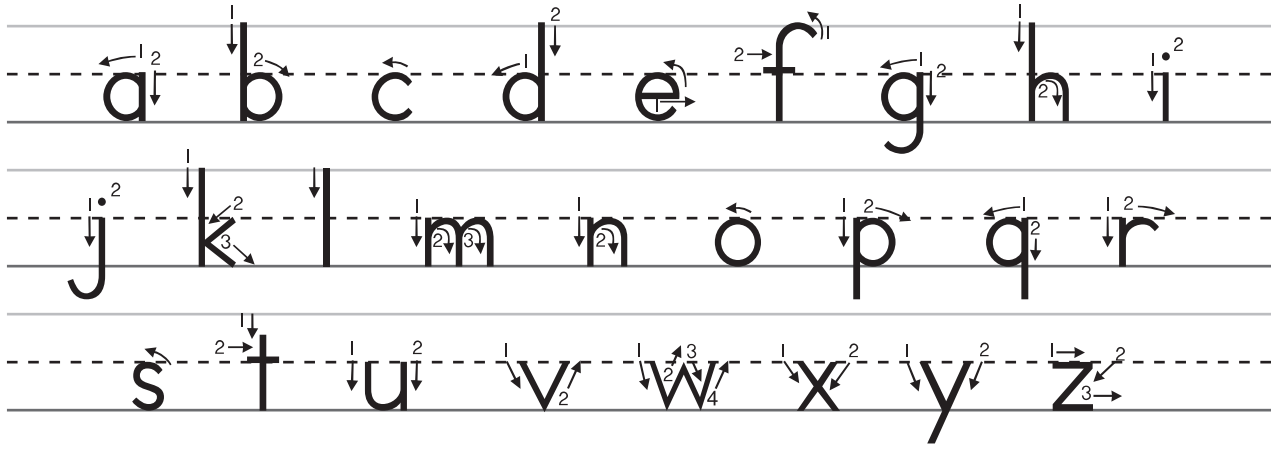
QUALITATIVE MEASURES

LEVELS OF MEANING	complex concept (how and why different weather events, such as rain, occur)
STRUCTURE	brief introduction, followed by a series of technical terms defined by text and artwork and a conclusion with related facts
LANGUAGE CONVENTIONALITY AND CLARITY	topic-specific vocabulary (<i>temperature, air pressure, moisture</i>)
THEME AND KNOWLEDGE DEMANDS	a basic understanding of different weather events, such as rain, snow, and wind

READER AND TASK CONSIDERATIONS

PREPARING TO READ THE TEXT	LEVELED TASKS
Ask children to name different kinds of weather events: rain, rainbow, fog, wind, snow. Have them describe what happens during each.	Review the meanings of the words <i>temperature, air pressure, moisture, and wind</i> . Discuss as a group how each of these things affects the weather.

Manuscript Alphabet



D'Nealian™ Alphabet

a b c d e f g h i
j k l m n o p q r s t
u v w x y z

A B C D E F G
H I J K L M N O
P Q R S T U V
W X Y Z . , ' ?

1 2 3 4 5 6
7 8 9 10

Acknowledgments

Photo locators denoted as follows: Top (T), Center (C), Bottom (B), Left (L), Right (R), Background (Bkgd)

132, 140, 148, 156, 164, 172 Harper Collins; 180, 188, 196, 204 Holiday House;
212, 220 (TL) Harper Collins, (CL) Holiday House; 229 Harper Collins.